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ABSTRACT

Designed to assist the classroom teacher interested in implementing career education, this guide presents lesson plans, prepared by public school teachers, which integrate career education activities. Learner objectives, which provide a base for implementation plans, are listed in the introductory section and relate to self-knowledge, decisionmaking skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. Each lesson plan is presented in the following format: Grade or IGE unit, subject, educational concept, elements and element objectives, activities, resources, and followup activities. The lesson plans cover the units of math (grades 9-10); Spanish (grades 9-12); home economics (grades 9-12); agriculture (grades 9-12); physical education (grades 9-12); biology (grade 10); social studies (grades 9-12); math, geometry, algebra (grades 9-12); distributive education (grade 11); French I and II (grades 9-12); English (grades 9-12); art I and II (grades 9-12); office occupations (grades 9-12); health occupations (grade 12); trade and industry (grades 10-12); physical science and physics (grades 9 and 12); and office occupations (grades 11-12). (TA)

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A TEACHER'S GUIDE
TO
CAREER EDUCATION
9–12

South Carolina Department of Education

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CE 009 543

South Carolina Department of Education
Office of Vocational Education
Career Education Section
Columbia, South Carolina 29201

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The major responsibility for the assimilation of the content of this booklet was assumed by South Carolina public school teachers who had participated in career education projects

PREFACE

This booklet is designed to assist the classroom teacher who is interested in the implementation of career education. Suggestions for activities in career education are presented via "lesson plans" prepared by public school teachers within South Carolina.

These lesson plans are intended to serve as springboards. Certainly each teacher may wish to impose his/her own approach to these examples of classroom instruction. After reviewing the booklet, the teacher should feel comfortable when planning and implementing his/her lesson plans which focus on career education principles.

In establishing the philosophical base for the instructional strategy labeled "career education," the following eight points should be considered:

1. Career education is geared toward all students of all economic, social, and ethnic backgrounds.
2. Career education is incorporated into all levels and disciplines.
3. Career education is concerned with all occupations and professions.
4. Career education includes the community.
5. Career education is life-time education (i.e., from the "womb to the tomb").
6. Career education is aimed at helping each learner to progress educationally and occupationally.
7. Career education is based on the principle of "no rejects" (i.e., it is open to all children).
8. Career education is based on certain values and beliefs:
    a. Every individual is of infinite value.
    b. Every individual is unique.
    c. Every individual has the right to become himself.

The South Carolina Department of Education solicits the interest and support of all facets of the educational community in the infusion into the existing curricula of the tenets inherent in this career education effort. Reactions and recommendations are invited and welcomed.

M. Ellen Tollison
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CAREER EDUCATION: SOUTH CAROLINA'S POSITION

In order to fully comprehend the position which the South Carolina Department of Education has assumed regarding career education, one must direct attention to definitions of the two words "career" and "education." These definitions* can be assigned as follows:

> "Career" is the totality of work one does in his or her lifetime.

> "Education" is the totality of experiences through which one learns, i.e., including more than the formal educational system.

Thus, "career education" can be defined generically as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Using the above stated definition as a basis for interpretation one can define* "work" as follows:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Thus, work centers around the basic human need for accomplishment and the broader societal need for productivity. Consequently, it includes unpaid activities as well as paid employment.

This generic definition of career education is intended to connote an extremely broad and encompassing interpretation. It emphasizes educators' responsibility in the preparation of individuals for work as one of the basic goals of American education. In addition, this definition supplies students with a solidly established reason for engaging in education. Furthermore, it provides one societal basis for supporting the educational system. IN NO WAY, however, does anyone attempt to say that career education is the only goal or even necessarily the most important goal for any student or for any educational system; yet it is a meritorious and vital goal.

Although the concept inherent in career education is not the only answer to the perpetually asked question: "Why must I learn this?", it can serve well as a universally common answer. It can be applied to all persons in all kinds of educational settings, both within and outside formal education. Easy to grasp is the fact that career education encompasses study of economic man; still, it stretches beyond this aspect to the more extensive views of productivity in one's total lifestyle, including leisure time.

Career education is neither academic education nor vocational education; it is a human, realistic, and practical approach to education which seeks to bridge the gap between the two. It involves a total concept which permeates all education, giving a new centrality to the educational objective dealing with a successful preparation of every individual for a participating, contributing and self-fulfilled position in society.

The concept underlying career education, as adopted by the Council of Chief State School Officers (June 13, 1974), Washington, D.C., is:

> Career Education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

"For the first time in the history of career education, we have a Congressional mandate for career education. By enacting Section 406, Title IV, Public Law 90-380, the Congress has made career education a law of the land. It is no longer simply a project of the Executive Branch of the Government." This observation was announced by Dr. T. H. Bell, United States Commissioner of Education, to the National Conference for State Coordinators of Career Education, Ohio State University, October 31, 1974. The legislation to which he referred is stated, in part, as follows:

> (d) For the purpose of this section the term "career education" means an education process designed—
>
> (1) to increase the relationship between schools and safety as a whole;

***For evidence of South Carolina's direct alignment with the stance assumed by the United States Office of Education, refer to a paper entitled,** *Career Education: Toward a Third Environment,* **authored by Dr. Kenneth Hoyt, Associate Commissioner for Career Education and approved as Health, Education and Welfare policy in September, 1974.**

(2) to provide opportunities for counseling, guidance, and career development for all children;

(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;

(4) to extend the concept of the education process beyond the school into the area of employment and the community;

(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) to make education more relevant to employment and functioning in society; and

(7) to eliminate any distinction between education for vocational purposes and general or academic education.

The South Carolina Department of Education Career Education Section adheres to this philosophy which is being espoused in Washington, D.C., via operating under the following premise:

> Career Education is a sequential, developmental process of specialized experiences for all people (kindergarten through adulthood). This process incorporates currently established curricula into "real life" situations thereby providing the individual with affective knowledge of attitude and values formation as well as cognitive skills. It provides a personal approach in education, geared toward preparing the individual to rationally choose his place in the working society.

Integral to this position which has been assumed is the attention which must be given to a collaborative effort involving –

(1) the formal educational system,

(2) the business-labor-industry-professional-government community,

(3) the home and family structure.

The manner in which all three of these basic aspects of society work together to make education as preparation for work both a prominent and permanent goal of all education determines one of the key symbols of success of the career education movement.

As is the case with most attempts to describe a concept . . . an outlook . . . an approach . . . a philosophy, this statement of "position" is oversimplified; however, the essence of the information which this paper has been designed to convey is that there is no longer any one curriculum, any one answer, any one mode of operation which has permanent application. Hence, some provision needs to be established as the basis for bringing together these often divergent activities into a flexible process for continuous learning, uniquely fitted to the individual and the changes in society.

Thus, the South Carolina Department of Education, aware that perhaps the label "career education" will eventually disappear, maintains that the basic tenets inherent in career education will not vanish. These principles serve as support for the belief that individuals must be exposed to more than content-learning, i.e., that teachers, parents, and the community must be actively concerned with all that affects the growth of the individual (social, physical, spiritual, aesthetic, mental, emotional, etc.).

LEARNER OBJECTIVES

The South Carolina Department of Education Career Education Staff has outlined suggested learner objectives to be attained under each of the designated seven BASIC ELEMENTS: Self-Knowledge, Decision-Making Skills, Career Awareness, Economic Awareness, Educational Awareness, Attitudes and Appreciation, Social Awareness. Certainly these objectives must be molded to accommodate individual school district characteristics; however, they do provide a base for implementation plans.

The following charts depict the seven Basic Elements with the lists of suggested learner objectives.

SELF–KNOWLEDGE

To understand that everyone is responsible for his/her own actions.

To feel the dignity of self on an individual basis as well as in groups.

To be aware of individual capabilities and limitations.

To develop a realistic self-perception of individual abilities as they relate to career choices.

To develop self-confidence in the pursuit of an anticipated career choice.

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

To understand that individuals differ in their abilities, attitudes, and aspirations.

To become able to achieve an innate personal satisfaction from work. (The job may be school.)

To know that the need for security causes many workers to keep the jobs they have.

To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, then his/her performance will increase.

To understand that one should continually reassess one's attitudes and interests (i.e., values) in relationship to his/her present or anticipated lifestyle.

To recognize the vital importance of each family member.

To help match an individual's abilities and interests with the skills and process needed in the world of work.

To learn that the individual must be adaptable in a changing society.

DECISION–MAKING

To be able to cope with the consequences of personal decisions.

To recognize that all decisions made have a cause and an effect.

To be competent in the verbal and written analysis of alternatives.

To know and practice the components of the decision-making process:

(1) Identify problem or situation
(2) Consider alternatives
(3) Consider consequences of alternatives
(4) Select the best alternative
(5) Implement the best alternative
(6) Evaluate the results

To be able to solve school-related problems.

To apply the decision-making process to home and social problems.

To apply the decision-making process to the study and selection of careers.

To learn to reevaluate a prior decision when new information is available.

To understand that career development requires sequential series of choices.

To know that training or pursuing a career choice helps develop who a student really is.

To know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in-depth study.

To be knowledgable about the flexibility of career education.

To recognize and accept others' decisions.

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

To possess self-knowledge when making realistic life choices.

CAREER AWARENESS

To know the jobs of home members and school personnel.

To relate home and school jobs to community functions.

To know the jobs necessary to maintain the community.

To compare and contrast local jobs to national and international jobs.

To understand the relationship between attitudes and values and different careers.

To know that work organizations are human organizations.

To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

To recognize that an individual may be suited for numerous occupations.

To know that much of one's total life routine is organized around the work one does.

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

To know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.

To realize that geographical location determines the kinds of work found therein.

To understand that in our culture a person's preference of work (not necessarily his/her actual employment) indicates much about him/her that is significant.

To comprehend that school is a job.

To realize that hobbies and interests may lead to a vocation.

ECONOMIC AWARENESS

To identify within the home unit what is available, needed, wanted, luxury.

To understand the system of exchange of goods and services.

To understand the difference between the money exchange system and the barter system.

To comprehend the United States monetary system.

To understand the process of and relationship between production and distribution of goods and service.

To understand the law of supply and demand as a determinant in occupational choice.

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

To recognize the financial and legal tools that govern and protect the worker.

To apply knowledge of economic responsibilities to career decisions.

To understand the economic implications brought about when a career decision is made.

To know that most people spend their lives serving or in the service of others.

To take notice that a major reason most people work is money. ("Economic Security" is often found to take first place in job satisfaction studies.) Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

To recognize that work is a way of winning economic independence.

To understand that some workers produce goods while others produce services.

To be alert to the fact that technological progress changes, eliminates, and creates work.

To comprehend certain basic principles of the economy like capitalism, supply and demand, taxes, and money exchange.

EDUCATIONAL AWARENESS

To know that school is a job which requires certain basic skills for success.

To realize that workers need some kind of special training and knowledge for most jobs.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

To understand that specialized skills lead to interdependency of jobs.

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

To recognize that there are many training channels directed toward job entry.

To acquire the basic skills and habits found in the working world.

To understand that knowledge or skills which are transferable will facilitate retraining.

ATTITUDES AND APPRECIATIONS

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

To recognize the vital importance of a cooperative spirit.

To learn to analyze working roles according to advantages and disadvantages.

To understand the relationship between occupations and their changes.

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices.)

To know that the ability to perceive the environment affects one's attitudes toward work.

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

To realize that work affords different rewards to individuals (e.g., monetary or personal).

SOCIAL AWARENESS

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction.

To assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual goals and group goals.

To relate the similarity between the order and structure of a school environment to society at large.

To know that work is a means of developing social relationships (i.e., acquiring social status and prestige).

To understand that personal relationships with fellow workers are important to job satisfaction.

To realize that an individual's work affects his/her standard of living (i.e., his/her total life-style).

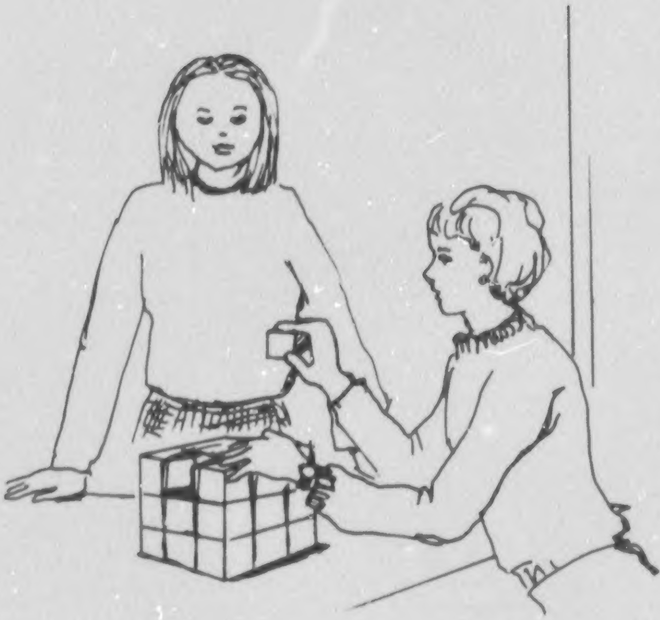
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

To realize that society is dependent upon the work of many people.

To know that society provides rewards for work.

GRADES 9-10
MATH



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GRADE OR IGE UNIT: 9

SUBJECT: Math

EDUCATIONAL CONCEPT: Graphs

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Social Awareness

To realize that an individual's work affects his/her standards of living (i.e., his/her total life style)

Economic Awareness

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

ACTIVITIES:

1. Have students find different kinds of graphs (broken line, bar, circle) in magazines, periodicals or newspapers.
2. Give the students certain statistics and let them graph them on the best type of graph.
3. Take a survey of what occupations your students wish to pursue. Use current literature to estimate the expected life time earnings (in your area) and the cost of education (in your area) to achieve that career. Find what per cent of the life time earnings is the cost of the necessary education. Have your students graph this data.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Math

EDUCATIONAL CONCEPT: Fractions

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

1. Have a seamstress explain how she must have a knowledge of fractions in order to buy material and sew garments.
2. Have a cabinet maker explain his/her use of fractions in his/her work.

RESOURCES:

Speakers - seamstress, cabinet maker

FOLLOW-UP ACTIVITIES:

Math problems involving fractions.

GRADE OR IGE UNIT: 9

SUBJECT: Math

EDUCATIONAL CONCEPT: Fractions in cooking

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Educational Awareness

To acquire the basic skills and habits found in the working world.

Career Awareness

To know the jobs necessary to maintain the community.

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Run-off several recipes. Have students half the recipes, third the recipes, double the recipes, and etc.
2. Have a chef to talk to the class about changing recipes in these manners and about his/her training and his/her job.
3. Have the students in your class bring in favorite recipes. Plan an array of foods that go well together. Have the students to rewrite each recipe to serve the number of students in your class. Assign a few cooks. Have a party!

RESOURCES:

Speaker - chef

FOLLOW-UP ACTIVITIES:

Math problems involving fractions.

GRADE OR IGE UNIT: 9

SUBJECT: Basic Math

EDUCATIONAL CONCEPT: Bases

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.
2) To recognize that there are many training channels directed toward job entry.
3) To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

1. Have a programmer or a computer operator speak to the class about occupations available in his/her area, and also have him/her explain how different bases are used by those working with computers.

RESOURCES:

Speaker - computer operator or programmer

FOLLOW-UP ACTIVITIES:

Have students work problems dealing with bases.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Figuring wages

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

1) To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

2) To take notice that the major reason most people work is money.

ACTIVITIES:

1. Discuss and demonstrate how to find weekly, monthly, and annual wages when the hourly wage and the number of hours worked are known. Show how to find time-and-a-half pay and double time pay.

2. Run-off time cards for your students. Let the hourly wages vary and let some employees work a 40 hour week, some less, some time-and-a-half and some double time. Have the students to figure the wages.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Use the results for lessons on payroll deductions.

GRADE OR IGE UNIT: 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Payroll deductions

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Economic Awareness

1) To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

2) To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

ACTIVITIES:

1. Have a representative from a clerical department of a nearby plant to talk to the students or visit a clerical department.

2. Give students a chart with the gross pay of several workers given. Let the students compute the F.I.C.A. deductions using their knowledge of percents, Federal withholding tax and state withholding tax using charts available at the nearby tax office. Have the students determine the take home pay of these workers.

3. Discuss other deductions: insurance, retirement, etc.

4. Have willing students bring checks from part-time jobs. Figure payroll deductions and see if their checks were figured correctly.

RESOURCES: Speaker from clerical department or field trip, withholding tax tables.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Social Security

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

1) To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

2) To realize that society is dependent upon the work of many people.

3) To know that society provides rewards for work.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

ACTIVITIES:

1. Have a person from the local Social Security office talk to the students about the benefits from social security, how to get a social security card, and the jobs available at social security offices.

RESOURCES:

Speaker - representative from a Social Security office.

FOLLOW-UP ACTIVITIES:

Have students apply for card if they do not already have one.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Buying and Selling

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To apply the decision making process to home and social problems.

2) To learn to reevaluate a prior decision when new information is available.

Economic Awareness

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

ACTIVITIES:

1. Have students list some of their favorite packaged foods. Go to the supermarket and compare the unit price of different brands.
2. Then go to a different supermarket and compare the prices per unit between the two supermarkets.
3. Have a class discussion on the need for comparitive shopping.

RESOURCES: Trip to at least two different supermarkets.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Discount

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Have students go to department stores. Have them look for sales and figure out the marked price, net price and discount.
2. Let one student pretend to be a salesman and one a customer. Have the salesman set up a sale and explain to the customer the marked price, net price, and discount.
3. Explain the formula p = nxb and have students work problems to find net price, list price, and discount rate.

RESOURCES: Trips to department stores.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Budgets

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To be competent in the verbal and written analysis of alternatives.
3) To know and practice the components of the decision making process.
    a. Identifying problem or situation.
    b. Consider alternatives.
    c. Consider conequences of alternatives.
    d. Select the best alternative.
    e. Implement the best alternative.
    f. Evaluate the results.
4) To recognize and accept others decisions.
5) To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

ACTIVITIES:

1. Have students break up into groups of 3. Let each group prepare a list of all expenses common to all of us.

2. Let each group read their lists so each group can add any forgotten expenses.

3. Let each group decide on an amount of monthly income for a single person. (Stress the importance of not going to extremes). Then let the group put down on their lists the amount of money they think would be used for each item.

4. Have the groups add their expenses and compare their result with their income. Some groups will have to revise their budgets.

5. Have the students who get an allowance plan a budget of their expenses.

6. Have the students who wish to do so discuss with their parents how a budget may help them to live within their means.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Have the students determine the percent of the income spent for each item.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Banking - checking accounts

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

ACTIVITIES:

1. Provide the students with blank checks. Have each student write several checks and record the information on check stubs.
2. Provide deposit slips. Have the students make out sample deposits.
3. Provide sample bank statements.

RESOURCES: Blank checks and stubs, deposit slips, bank statements

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Geometry

EDUCATIONAL CONCEPT: Building a house - how math is used.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

1) To identify within the home unit; what is available, needed, wanted, luxury.
2) To know that most people spend their lives serving or in the service of others.
3) To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Have students draw a house plan.
2. Have a building contractor talk to the students about house plan, location, cost, etc.
3. Have sub-contractors talk (electrician, carpenter, plumber, wallpaper hanger, cabinet maker, etc.) about their occupations.
4. Take students to see a house under construction in the area.

RESOURCES: Speakers: building contractor, sub-contractors

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Basic Math

EDUCATIONAL CONCEPT: Pythagorean Property

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Discuss the use of the Pythagorean Property in jobs of design and construction.
2. Visit a nearby house or building under construction. Have the carpenter explain how he/she uses the Pythagorean Property in sawing roof rafters.
3. Have a draftsman talk to the class and explain his/her uses of the Pythagorean Property.

RESOURCES: Trip; Speakers - carpenter, draftsman

FOLLOW-UP ACTIVITIES:

Have the students work problems using the Pythagorean Property.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Temperature in the International System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

ACTIVITIES:

1. Have a Celsius thermometer hanging in the room. Let the students record the temperature daily.
2. Let students take activities they enjoy and decide what temperatures in Celsius degrees would be best for these activities (playing in the snow, inside playing cards, swimming, etc.).

RESOURCES: Celsius thermometer; Metric Ease by Carne Barnett (creative publications)

FOLLOW-UP ACTIVITIES:

Have students work problems converting Fahrenheit degrees to Celsius degrees and vice versa.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Expenses related to cars

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

1) To comprehend the tools of business.
2) To comprehend certain basic principles of our economy.

ACTIVITIES:

1. Original price, depreciation rate, resale value. Discuss with a car salesman or visit one or more of your local auto dealers.

2. Fixed expenses and variable expenses: Have students get into small groups and list the expenses that they think fall into each of these categories.

3. Gas mileage: Give students problems to work. Then have them maintain an accurate record of gasoline expenditures of their parents' (or a friend's) automobile for one month and calculate the gas mileage.

4. Average speed in miles per hour: Give students problems using the formula distance = rate x time.

RESOURCES: Speaker - car dealer or field trip

FOLLOW-UP ACTIVITIES:

Some of the data could be used in the section on graphs.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Math in sports

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To be able to cope with the consequences of personal decisions.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Give your students a list of sports played in your area. Ask the students to choose a sport, do research on the sport, and later report to the class about the sport. Have the students tell how math is used in each sport.
2. Spend extra time explaining how to calculate such things as free throw percentages, baseball batting averages, bowling scores, etc.
3. Give students practical problems in sports to calculate.
4. If possible, take students on an after school bowling outing.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Math in basketball

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Finding the team's score when given number of field goals and free throws: Have each student attend a basketball game at your school and calculate the statistics on each player.
2. Percentage: Have students find the free throw percentages of each player from their information.
3. Average points per game: Have students find the average points per game from the results of the season's games.
4. Average score per minute: Have students use the official score book and find the average score per minute of each player on the school team.
5. Average number of rebounds per game: Have student keep a rebound chart at a game to be used to figure this information.
6. Average number of assists per game: Students can obtain this information from charts kept at each game.

RESOURCES: Local newspaper, basketball scores

FOLLOW-UP ACTIVITIES:

Data can be used in the section on graphs.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Math in football

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Average number of yards gained by passing: Have students find the average yards gained by passing of pro quarterbacks (source for this information is The Sporting News).
2. Passing average: Have students find the passing average of several quarterbacks.
3. Average number of yards gained by rushing: Have students compute the average number of yards gained by players at a particular high school football game.
4. Average number of points made per game by a team: Have students compute the average number of points made by a team using the season's results.

RESOURCES: Sports magazines, current almanacs, sports page of a local newspaper, football statistics books

FOLLOW-UP ACTIVITIES:

Use statistical information in this activity to make graphs and in section of study about mode, median, and means.

GRADE OR IGE UNIT: 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Commission

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To apply the decision making process to the study and selection of careers.

2) To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Economic Awareness

1) To understand the economic implications brought about when a career decision is made.

2) To take notice that the major reason most people work is money.

ACTIVITIES:

1. To gain some real understanding about the practical aspects of commission. Your class should visit a neighborhood business, such as a car sales lot and ask a salesman the following questions or similar ones:
    1. Is your entire income dependent on commission?
    2. Do your prefer to work on a commission basis? Why or why not?
    3. Would you advise us to seek employment on a commission basis?
2. Have students to compute the amount of commission when the total sales and the rate based on total sales are known.
3. Given the total sales and the amount of commission, have students compute the net proceeds.
4. Give the total sales and the amount of commission, have students compute the rate of commission.

RESOURCES: rip to car sales lot.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Math in baseball

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Fielding percentages: Have students watch a baseball game on T.V. or arrange a trip to a ballgame and record the information needed to figure fielding percentages for each player. At the end of the game, have students to make their own box score and compare it with the newspapers the next day.
2. ERA - Earned Run Average: At the baseball game, have students keep a record of the runs against each pitcher and find his ERA.
3. Standings: Have students keep a record of the school baseball team's wins and losses in a specific league. Revise the team's standings after each game of the season.
4. Batting average: Have students compute the batting averages of several players.
5. Slugging average: Have the students find the slugging average of several players.

RESOURCES: Current almanac, sports magazines, baseball statistic books, sports pages of local newspapers

FOLLOW-UP ACTIVITIES:

Data can be used in the section on graphs.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Volume in the International System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

ACTIVITIES:

1. Have bottles of different sizes (from fingernail polish size to a gallon jar). Let each student fill the bottles with water. Then he/she pours the water into metric beakers. The student then reads and writes down the number of milliliters or liters each bottle holds.
2. Have students make their own liter measure by marking a half gallon milk carton 10.5 cm. up from the bottom of the carton.

RESOURCES:

Bottles of different sizes; metric beakers; milk cartons; Metric Ease by Carne Barnett (creative publications)

FOLLOW-UP ACTIVITIES:

Have students work problems converting familiar volumes to the SI and vice versa.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Mass in the International System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

ACTIVITIES:

1. Have each student mass (weigh) objects on a gram balance scale.
2. Have each student to mass (weigh) himself/herself on a kilogram scale.
3. Have each student bring a food label from a can or bottle which has the mass (weight) of the contents in metric units.

RESOURCES: Gram scale, kilogram scale, objects; Metric Ease by Carne Barnett (creative publications)

FOLLOW-UP ACTIVITIES:

Have students work problems converting familiar masses to the SI and vice versa.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Math

EDUCATIONAL CONCEPT: Linear Measure in the International System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

ACTIVITIES:

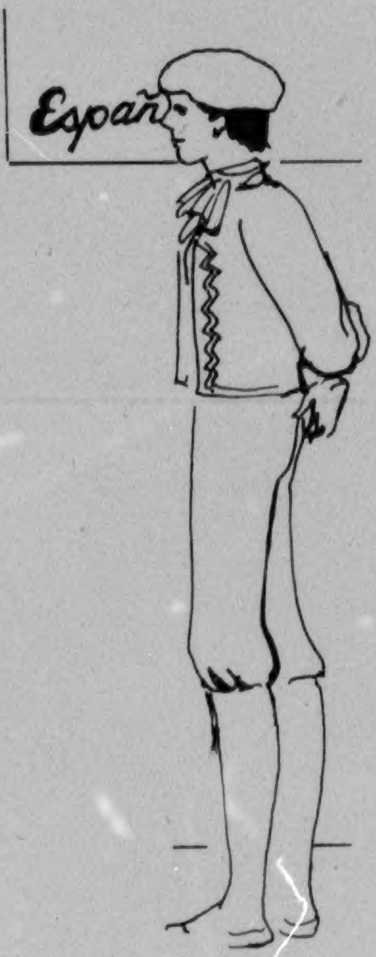
1. Have students measure lengths with a centimeter ruler or meter stick (paper, desk, board, windows, floor, etc.)
2. Have students record their heights using a centimeter height chart.
3. Using a string and a meter stick, have students measure round objects such as their wrist, waist, angle, a ball, etc. (Before students make actual measurements, let them approximate their outcomes).
4. Discuss the Olympics. Lay out a 50 m. course on the school grounds and set up a mini-Olympics.
5. Plan and take a kilometer walk through your school grounds.
6. Use highway maps for students to plan trips a certain number of kilometers away.
7. Discuss speed limits in the metric system.

RESOURCES: Metric rulers, meter sticks, height chart, Metric Ease by Carne Barnett (creative publications, Palo Alto, Ca.), highway maps

FOLLOW-UP ACTIVITIES:

Have students work problems converting familiar lengths to the SI and vice versa.

GRADES 9-12
SPANISH



GRADE OR IGE UNIT: 9th

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Spanish Careers

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To appreciate all forms of work
Career Awareness
To realize that geographical location determines the kinds of work found therein

ACTIVITIES:

Familiarize students with Spanish occupations. Give handouts with vocabulary words pertaining to careers. Give each student a sheet with scrambled up occupations listed (Ex. ileblrote-billetero, ooerrt-torero, etc.).

Go over list after everyone is finished.

RESOURCES:

Handouts with vocabulary words. Handouts with games.

FOLLOW-UP ACTIVITIES:

Role Playing: Give each student a paper with an occupation written on it. Let each student act out his/her occupation. (He/she must make up own dialog dealing with his/her occupation.) Other students must guess what the career is.

Crossword puzzle on occupations.

GRADE OR IGE UNIT: 10th grade

SUBJECT: Spanish II

EDUCATIONAL CONCEPT: Improving Reading

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

ACTIVITIES:

Practice reading in Spanish both aloud and silently. Have students read a paragraph emphasizing pronunciation, stress, and intonation. (Poems may be used with advanced students). Ask students to summarize their paragraphs in Spanish (with their own words).

See film on news reporting.

Have students write and report in Spanish the school's news. (Assign topics according to interests.)

RESOURCES:

Books, handouts (paragraphs), film.

FOLLOW-UP ACTIVITIES:

Let students use lab to practice their reading and to practice hearing Spanish spoken by a native.

Ask each student to give a one minute talk in Spanish.

GRADE OR IGE UNIT: 10th

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Money Making and Spending

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness
To develop the concern of financial management

ACTIVITIES:

Divide the class in groups and give each group a certain amount of "dollars." Set up a "bank" and have the "banker" exchange the dollars for foreign currency. (Students in the groups must decide before going to the "bank" which country's currency they want).

Since foreign currency may be hard to find, students and teacher can make their own.

Set up a "store" for each Spanish country. Each group must try to buy the best quality of merchandise for the best price. (Ex. In Argentina, they will buy the best meat for the best price.)

Have groups write a report of what they bought, how much they spent, what is the name of the country's money, etc.

RESOURCES:

Cardboard (to make bank and stores), construction paper (to make money) color pencils, etc.

FOLLOW-UP ACTIVITIES:

Draw chart or maps of Spanish speaking countries and their monetary unit.

GRADE OR IGE UNIT: 10th Grade

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Spanish Speaking Careers

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness
To compare and contrast local jobs to national and international jobs
Economic Awareness
To develop a concern of financial management

ACTIVITIES:

Invite to class a speaker from a local bank, or a broker, who can explain bank transactions and/or market reports and exchanges in different countries, stocks and bonds from other countries, and similar related subjects.

Invite to class a Spanish speaking person who can explain firsthand his country's currency. (Most natives usually have some of their country's money. If authentic money cannot be found for this unit, this will be very interesting for the class.)

Take students to a local bank where they can observe the transaction of money.

RESOURCES:

Speakers (Bank Manager, Native Spanish Speaker). Visit to Bank.

FOLLOW-UP ACTIVITIES:

Discuss with students the different careers they may follow as a consequence of learning money exchange. (Ex. Foreign buyer, Export-Import Clerk, etc.)

GRADE OR IGE UNIT: 9-12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Spanish Wedding

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness
To know the jobs necessary to maintain the community
Social Awareness
To realize that society is dependent upon the work of many people
Economic Awareness
To understand that some workers produce goods while others produce services

ACTIVITIES:

Browse through Spanish and English newspapers to see the differences in costumes. Learn about wedding etiquette. Reserve bulletin board space for current material and interesting facts about weddings. Give reports based on the music and customs used in Spanish weddings. Practice saying the vows and other parts of the wedding in Spanish.

Make group assignments for outside research concerning one of the following careers: Photographer; Minister; Caterer; Florist; Printer; Travel Agent; Newspaper Reporter; Any others may be added.

Plan a scrapbook containing materials of both Spanish and American weddings.

RESOURCES:

Books, newspapers, pamphlets, bulletin board.

FOLLOW-UP ACTIVITIES:

Write letters to prospective Spanish and American brides and compare their plans.

Plan an imaginary honeymoon.

Make a recording and film of the activities.

GRADE OR IGE UNIT: 10th & 12th

SUBJECT: Spanish II

EDUCATIONAL CONCEPT: Careers Dealing with Foreign Languages

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To be knowledgeable about the flexibility of career decisions
Educational Awareness
To learn that human relations skills (e.g. communication)are as necessary as computational skills
Career Awareness
To realize that geographical location determines the kinds of work found therein

ACTIVITIES:

Discuss the advantages of knowing a foreign language when applying for a job.

Film (Careers in Personal Services).

List and discuss jobs in which the knowledge of Spanish is useful. Have students take notes on their ideas or the following: Hotels - There are more tourists in the U. S. than ever before and only 2% of hotels' employees are bilingual; International Businesses - There are different types of businesses that need bilingual personnel. Ex. petroleum companies, jewelry companies, purchasing agencies, etc.; Government Jobs - One in every six persons in the U. S. works for the Government. It is almost a necessity for a policeman and other Government workers to know Spanish in New York, Florida, Texas, California, and many other states. Also, it is an advantage to know Spanish for FBI, CIA, and other agencies for international development; Journalism - A bilingual person is indispensable for the success of some publications. Journalists also edit educational textbooks and tapes in Spanish; Professionals - The knowledge of Spanish is practical for nurses, doctors, lawyers, and other professionals who may encounter in their field some Spanish speaking people who do not speak English.

The list of careers is longer and as many as necessary can be described.

RESOURCES:

Film

FOLLOW-UP ACTIVITIES:

Role playing: Divide class in groups; each group must act a scene involving one of the above mentioned careers.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Economy of Spanish Speaking Countries

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness
To comprehend certain basic principles of our economy like capitalism, supply and demand, and money exchange

ACTIVITIES:

Have students write a short report on the economy and resources of different Spanish countries, and their monetary unit. Read reports to class. Have a class discussion on the following subjects: the differences between the dollar and other countries' currency; inflation in the U. S. as compared to inflation in other countries; differences in the value of goods in the U. S. and the same goods in Spanish countries.

Film: What is Money?

RESOURCES:

Newspapers, encyclopedias, native speaker (to talk about his country's economy and resources). Film.

FOLLOW-UP ACTIVITIES:

Compare the want ads and the advertisements in Spanish newspapers to those in American newspapers.

GRADE OR IGE UNIT: 9-12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Listening Unit

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To learn to analyze working roles according to advantages and disadvantages
Educational Awareness
To recognize that there are many training channels directed toward job entry

ACTIVITIES:

Explain and discuss the importance of being a good listener in order to obtain and keep a good job. (Especially if a foreign language is involved.) Students may be tested on their listening habits by asking them what were the school's morning announcements. Point out some of the guides for better listening: Concentrate on sounds and meanings; write down given instructions if there is a chance that you may forget them.

Take students on a field trip to the employment office. Have students inquire about different jobs and find out the different qualifications required for different jobs. (Ex. desire to help others, facility in communicating ideas, good verbal expression demonstration, etc.).

Discuss with students the different careers outlined during the field trip. Have them decide which of those careers they would like to follow at the present time, pointing out the advantages and disadvantages of each of these careers.

Film: The Sounds of Language

RESOURCES:

Speaker, from employment office, field trip to employment office. Tapes. Film.

FOLLOW-UP ACTIVITIES:

Play several games in which audit comprehension is tested. Give students a list of careers involving a foreign language and ask them how carefully listening will help them in this career.

GRADE OR IGE UNIT: 9-12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Foreign Language in the Community

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as school or social setting

ACTIVITIES:

Have students work individually or in small groups the following projects: survey local organizations dealing in any way with a foreign language; describe the contributions the members have made and the training they have received.

Discuss the following questions: are contributions to organizations valuable; why do individuals participate in organizations; what do members gain from organizations; how can students contribute to school and community affairs?

Have students identify a community need for which a foreign language is needed.

RESOURCES:

Resource person from a local organization (Red Cross, VISTA), Magazines, Pamphlets.

FOLLOW-UP ACTIVITIES:

Role playing: Red Cross volunteer, a doctor examining a patient who does not speak English, an exchange student who does not speak English.

GRADE OR IGE UNIT: 9th

SUBJECT: Spanish I

EDUCATIONAL CONCEPT: Advertisements

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work

ACTIVITIES:

Take to class Spanish magazines and have students point out the differences and similarities in Spanish and American advertisements.

Discuss the following: What are some of the products that may be advertised in an American magazine, and not in a Spanish magazine and vice versa, and why; what are some good factors in producing good advertisements; what are some skills that will be helpful in the career of an advertisement agent?

RESOURCES:

Magazines, construction paper.

FOLLOW-UP ACTIVITIES:

Have each student make an advertisement. They must advertise careers in which a foreign language is used. Advertisements must be original.

Make a bulletin board with the best advertisements.

GRADE OR IGE UNIT: 9-12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Spanish Cuisine

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations
Career Awareness
To realize that hobbies and interests may lead to a vocation
Social Awareness
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

ACTIVITIES:

Invite a native Spanish speaker to class to explain different kinds of food and main dishes eaten in his country.

Give class a list of Spanish vocabulary words dealing with food and meals. Take to class Spanish cookbooks (it's better if teacher can find books written in Spanish). Class as a whole should plan a simple menu for a Spanish meal. Have students prepare a Spanish dish at home and bring a sample to class.

Film - Foods Around the World

RESOURCES:

Native speaker, vocabulary words, Spanish Cookbooks, and film.

FOLLOW-UP ACTIVITIES:

Have class begin a recipe file or scrapbook on Spanish cuisine. (Students may get recipes from Spanish residents in their community, or exchange recipes with Spanish students from other high schools.)

Ask Home Ec. teacher to lend you her room one period and have the Spanish class prepare a Spanish meal. Visit a Spanish restaurant.

GRADE OR IGE UNIT: 10th

SUBJECT: Spanish I or II

EDUCATIONAL CONCEPT: Using Resource Materials

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness
To understand that all jobs are dependent upon other jobs

ACTIVITIES:

Have students research and gather different types of materials on a subject dealing with Spanish culture (Use encyclopedias, records, tapes, etc.).

If possible, invite to class a speaker from a Spanish speaking country who can explain the costumes and traditions of his/her country. Write a report using the gathered information. Let students read their reports to the class.

Compare the costumes and traditions of foreign countries to the U. S.

RESOURCES:

Records, tapes, newspapers, pictures.

FOLLOW-UP ACTIVITIES:

Discuss with class how they can use the above information in their future lives. Ask students to list several careers that are based on research (historians, authors, correspondents).

GRADE OR IGE UNIT: 10-12

SUBJECT: Spanish II

EDUCATIONAL CONCEPT: Words and Heritage in Our Language

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To learn that the individual must be adaptable in a changing society

ACTIVITIES:

Discuss nationalities (Give a list of countries and nationalities in Spanish) and immigrants. Locate these countries in a map.

Discuss ethnic backgrounds and words which are now used in English due to immigration or ethnic usuage. Have students make a list of Spanish words now used in the English language (fiesta, hacienda, pueblo, siesta, gusto, burro, rodeo, etc.).

Discuss the different ways in which a person from another country must change in order to adapt in the U. S. Discuss what kinds of jobs may be available in the U. S. that are not available in other countries. Discuss what types of jobs can a foreigner, who does not speak English, find in the U. S.

RESOURCES:

Maps, Speaker (immigrant), vocabulary handouts.

FOLLOW-UP ACTIVITIES:

Invite an immigrant to class; have him explain the procedures he/she had to follow to enter the U. S. Why he/she came? How knowing a foreign language has helped him/her in finding a job?

GRADE OR IGE UNIT: 9-12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Careers Related to Restaurants

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness
To realize that society is dependent upon the work of many people

ACTIVITIES:

Review vocabulary pertaining to food, meals, and careers dealing with the restaurant business. Divide class in groups. Each group must make up a skit entitled "A Visit to a Restaurant." Each group is responsible for their dialog and costumes. They must arrange their own scenery, posters, or any other materials they may need. Present skits to class.

Film: Your Job, Good Work Habits

RESOURCES:

Costumes (made and designed by students), posters, newspapers, magazines, film.

FOLLOW-UP ACTIVITIES:

Have each group compile all the new vocabulary words they learned as a result of this unit.

GRADE OR IGE UNIT: 9-12

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Newspaper Editing

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs

Social Awareness

To understand the need for cooperation in the completion of tasks

ACTIVITIES:

Watch filmstrip on newspaper editing and news reporting. Point out the similarities and differences between Spanish and American newspapers.

Give each student an American and a Spanish newspaper; let them find out some of the above mentioned differences and similarities.

Divide class in groups and have them "edit" a newspaper.

RESOURCES:

Newspapers, filmstrip

FOLLOW-UP ACTIVITIES:

Discuss the different kinds of jobs available in journalism.

GRADE OR IGE UNIT: 2nd year

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Interpreting

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit

Career Awareness

To realize that geographical location determines the kinds of work found therein

ACTIVITIES:

Show class a map of the U. S. and have them point out cities where interpreters may be needed.

Ask students to name different organizations or instances in which an interpreter may be needed (U.N., social worker, Red Cross). Point out that in some cases these workers may be volunteers. (In South Carolina, during the summer months, the Red Cross needs volunteers to serve as interpreters for the migrant workers.)

Invite a Red Cross volunteer to class (interpreter).

Listen to Spanish radio programs (Spanish news from the Voice of America may be taped the night before) and have students translate the news.

RESOURCES:

Tapes, radio, records, tape recorder, native speaker, Red Cross Volunteer, and maps.

FOLLOW-UP ACTIVITIES:

Let students listen to tapes and have them translate it from one language to another. Get students interested in a language pen pal club. Discuss careers in which interpreters are needed.

GRADE OR IGE UNIT: 9th-12th

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Leisure Activity

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs

Economic Awareness

To recognize that work is a way of earning economic independence

ACTIVITIES:

Discuss the uses of foreign languages in everyday jobs.

Acquaint students with similarities and differences in careers in different countries.

Have each student make up a project related to his/her future career (Ex. fashion design, art, etc.).

Acquaint students with the value of their work.

RESOURCES

Food, pictures, costumes.

FOLLOW-UP ACTIVITIES:

Have a Spanish fair to show the students' projects. (Students may sell their projects after the fair.)

GRADE OR IGE UNIT: 9th-12th

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Culture

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To understand that the work a man/woman does tells more about him/her that is significant, in this culture, than any other single item of information

Social Awareness

To know that society provides rewards for work

ACTIVITIES:

Bring to class pictures of people (preferably Spanish) prominent in today's world. (Select pictures of people engaged in different fields e.g., business, politics, sports, science, entertainment).

As students identify personalities, write their names on the board. Identify the personalities that students do not know. As students identify these individuals, discuss what makes successful people, and decide whether or not these people have become a success.

Assign students a two minute oral biography (in Spanish) on a person they consider successful. They must select known people who represent various degrees of success. The class should have a variety of people of different races, religions, and countries (preferably from Spanish speaking countries) and from a variety of fields.

RESOURCES:

Pictures, encyclopedias.

FOLLOW-UP ACTIVITIES:

Discuss the following: Why is success admired and sought after; why are some people who never get recognition more successful than some who do get recognition; are lazy people ever successful?

GRADE OR IGE UNIT: 10th-12th

SUBJECT: Spanish II

EDUCATIONAL CONCEPT: Conversation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and process needed in the world of work

Social Awareness
To relate the similarity between the order and structure of a school environment to society at large

ACTIVITIES:

Have students write in their notebook several tourist places where the knowledge of Spanish will be useful on different jobs. (Ex. U.N., Disney World, etc.). Have students choose one of these places and make a poster on this certain place. (They may make up the structure of the place if they are not familiar with it, or if they cannot find any material on the subject.)

Put posters around the room. Have students take turns at being "guides." They must explain their posters as if this was the place the rest of the class was visiting. (Explanation in Spanish.)

Practice in organizing groups: Form a semicircle, let "guide" stand where everyone may see him/her; encourage group to ask questions after explanation is finished.

RESOURCES:

Posters, encyclopedias, resource books, magazine pictures, pamphlets.

FOLLOW-UP ACTIVITIES:

Take a tour of your school, have different students serve as guides. All explanations must be done in Spanish. Give each student a picture or tourist pamphlet and have him/her make up a short descriptive talk as if he/she was the guide.

GRADE OR IGE UNIT: 9th

SUBJECT: Spanish

EDUCATIONAL CONCEPT: Leisure Activity

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand the need for cooperation in the completion of tasks
Decision Making
To recognize and accept others decisions

ACTIVITIES:

Explain different Christmas customs in Spanish speaking countries and in the U. S. Watch film Working Together. Plan a Christmas party in which everyone must participate. Divide class in groups and assign each group a task.

Example: Group A - Choose Spanish Christmas carols which will be sung. Give each student a copy of the song. Choose games to be played and get any material that may be needed. Explain game rules.

Group B - Decide what refreshments will be served and how much it will cost. Prepare and distribute refreshments.

Group C - Decide appropriate decorations. Decorate the room.

RESOURCES:

Games, encyclopedias, film Working Together, tapes or records of Spanish Christmas carols.

FOLLOW-UP ACTIVITIES:

Have an evaluation. Discuss with class the following: How was theme carried out; were games proper for the occasion; were songs proper with simple lyrics; was party timed right; how can the unit be improved?

GRADES 9-12
HOME ECONOMICS

57

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics I

EDUCATIONAL CONCEPT: Training for the job you want

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that there are many training channels directed toward job entry.

ACTIVITIES:

Students will view filmstrips by Butterick Pattern Company Careers in the Fashion Industry. These series of filmstrips points out the fact that there are many ways to train to become a fashion designer.

Summary and group discussion.

RESOURCES: Filmstrip Series: Careers in the Fashion Industry

FOLLOW-UP ACTIVITIES:

Students will chose a career and do a report on the ways they could train for the job using library materials or resource persons in the community.

GRADE OR IGE UNIT: 11 12

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Foods and Nutrition Efficiency Expert in Home Management

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To apply the decision making process to home and social situation.

ACTIVITIES:

Students will observe the operation and use of small appliances and equipment and major appliances in the home economics department.

After using the equipment, students will discuss ways the equipment and appliances could be improved. Examples: sharper pouring spouts on pitchers, marked dials on the oven swing out oven door, wider based blender, can opener, etc.

Results will be compiled in a list.

RESOURCES:

FOLLOW-UP ACTIVITIES: Results could be compiled and mailed to the manufacturers.

GRADE OR IGE UNIT: 12

SUBJECT: Home and Family Living

EDUCATIONAL CONCEPT: Problem Solving

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To feel the dignity of self on an individual basis as well as in groups

Attitudes and Appreciations
To understand the importance of each individual in the function of the home/family unit as well as school or social setting

Decision Making
To apply the decision making process to home and social problems.

Social Awareness
To understand the approach needed to resolve personal conflict between one's goal individual and group.

ACTIVITIES:

Students will assume an assigned role and portray it in a skit they compose for the following situations:

a. Daughter's first date
b. mother-in-law's visit
c. son arrested for speeding
d. dad loses his job
e. the money crunch
f. other's according to class interests and current problems

RESOURCES: Appropriate reading or handout sheet on problem solving.

FOLLOW-UP ACTIVITIES: Class discussion on appropriateness of problem solving techniques and solutions.

GRADE OR IGE UNIT: Home Economics II Grade 10

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Interior Design

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and processes needed in the world of work.

Decision Making
To know and practice the components of the decision making process.

Career Awareness
To realize that hobbies and interest may lead to a vocation.

Social Awareness
To appreciate the fact that customs, traditions and attitudes of society affect the world of work.

ACTIVITIES:

Students will study the elements of room design. (Color, line, proportion, rhythm).

Look at magazines showing room designs to illustrate ideas.

Using wooden or sturdy cardboard boxes students will design miniature rooms using fabric scraps, wood scraps, tempera paint, possibly plastic doll furniture, and other necessary materials.
Interior Designer or Decorator will speak to class.

RESOURCES: Appropriate text on interior design   Interior Designer or Decorator

FOLLOW-UP ACTIVITIES: Evaluation of "rooms" by a well informed panel, possibly composed of more experienced Home Economics students, Home Economics and Art teachers.

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics I

EDUCATIONAL CONCEPT: Child Care

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and processes needed in the world of work.

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

(Continued on Reverse Page)

ACTIVITIES:

Discussion of children's play activities and how they benefit the child.

Observe a child and record observations (this could be an at home assignment.)

Display of children's toys and discussion of effectiveness, safety, appropriateness, etc.

Assume the role of a child and participate in the following activities: fingerpainting, caring for a doll, playing with puzzles, blocks, games, drop the handkerchief, etc. Discuss the benefits of these activities.

Visit a Day Care Center or Kindergarten. Observe children. Talk with operator after children have gone and discuss the operation of the center, the personal qualities needed for the job, the education needed, the problems, the rewards of the job.

RESOURCES: Appropriate text on child care, children's activities, the operation of the day care center, operator of day care center, nursery, or kindergarten

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics I

EDUCATIONAL CONCEPT: Crafts for the Home

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To develop self confidence in the pursuit of an anticipated career choice.
2) To become able to achieve an innate personal satisfaction in work.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

Students will look at pictures, actual craft products.

Students will visit a craft shop and talk with the owner.

Using simple, inexpensive items, make a craft for the home. (Such as wood craft, decoupage, wall hangings-pillows, placemats and napkins, simple embroidery, etc.)

Discuss the fact that some people may find a rewarding career in making and selling craft items.

RESOURCES: Magazines on craft and items for the home such as Family Circle, Craft, Good Housekeeping, etc., craft shop and owner

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Choosing a Pattern

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and effect.

To possess self knowledge when making realistic life choices.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Students will study appropriate dress for specific figure types.
2. Students will decide their figure type or special figure problem.
3. Students will be shown current styles of dress using pattern books, fashion and teen magazines.
4. Students will choose a pattern.
5. Class discussion pointing out the responsibility a seamstress has for evaluating pattern choices.
6. Teacher panel will evaluate students' choice of pattern.

RESOURCES: Current pattern books (may be borrowed from fabric shop), teacher made or commercial transparencies or handouts on figure types and dress styles for each

FOLLOW-UP ACTIVITIES:

Students may make a garment using the pattern they have chosen and evaluate the garment for style, quality of workmanship, fit, etc. An evaluation sheet could be formulated for this purpose.

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: A Career in Modeling

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To learn to analyze working roles for their advantages and disadvantages.

Decision Making

To apply the decision making process to the study and selection of careers. Training or pursuing a career choice helps develop who a student really is.

Career Awareness

To realize that geographical location determines the kind of work found therein.

ACTIVITIES:

1. Students will read pamphlets on modeling.
2. Students will view filmstrips on modeling.
3. Fashion director for department store will talk on modeling, preparing fashion show, requirements for models, some exercises, make-up, advantages and disadvantages of being a model.
4. Students will attend fashion show.

RESOURCES:

Filmstrips and pamphlets: Careers in Clothing and Textiles, Butterick
Fashion director from nearby department store

FOLLOW-UP ACTIVITIES:

Students will plan, coordinate and carry out fashion show in home economics department of garments they have made.

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Preparing a Meal

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be able to achieve an innate personal satisfaction in work.

Attitudes & Appreciations

1) To develop healthy work habits.
2) To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Educational Awareness

Human relations skills are as necessary as computational skills.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Plan a simple meal.
2. Have students assume the role of family members and assign specific tasks for each with prior instructions on the preparation of the food. Have family groups prepare, properly serve, eat, and clean up the meal with family members assuming their appropriate roles. Necessary planning will have to be done before hand.

RESOURCES: Appropriate text on food planning and preparation such as How You Plan and Prepare Meals, McGraw-Hill, necessary supplies and equipment in foods lab.

FOLLOW-UP ACTIVITIES:

Evaluation: Students will evaluate group activity and finished product by answering such questions as: Did preparation go according to planned? Did each family member carry out assigned duties? Was the food tasty and pleasing in appearance?

GRADE OR IGE UNIT: 9 or 10

SUBJECT: Home Economics I or II

EDUCATIONAL CONCEPT: Personal Grooming: Cosmetology

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

To learn to analyze working roles according to their advantages and disadvantages.

Decision Making

To apply the decision making process to home and social situations.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

(Continued on Reverse Page)

ACTIVITIES:

1. Students will hear a cosmetologist or make-up expert explain the current make-up and hair styles.
2. The cosmetologist will discuss the advantages and disadvantages and educational training necessary to become a cosmetologist or make-up expert.
3. Students will "practice" using make-up and try creating hair styles on each other. The cosmetologist may assist with this.

RESOURCES: Guest speaker: Cosmetologist or make-up expert; necessary make-up supplies (students may bring their own make-up from home.)

FOLLOW-UP ACTIVITIES:

Class may visit cosmetology class at cosmetology school or vocational center.

Elements and Element Objectives Continued:

Economic Awareness

To know that most people spend their lives serving or in the service of others.

GRADE OR IGE UNIT: 9

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Clothing Construction

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To recognize and acknowledge that the basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To be able to accept criticism and assume responsibility.

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

ACTIVITIES:

1. Students will be given a choice of two or three similar patterns, measured, and instructed in the size pattern to buy.
2. Students will purchase pattern, fabric, necessary notions, and supplies.
3. Students will be instructed in how to operate the sewing machine.
4. Students will be given instructions in how to read and follow directions in the pattern guide.
5. Students will prepare fabric.
6. Students will lay out pattern and cut garment.
7. Students will construct garment with teacher guidance.

RESOURCES: Text books on clothing construction; graphs and charts on pattern sizes, self made and commercial transparencies and examples of construction techniques.

FOLLOW-UP ACTIVITIES:

Student and teacher evaluation of finished garments.

GRADE OR IGE UNIT: 11 - 12

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Foods and Nutrition - Commercial Cooking

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To realize that most workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Students will observe operation of school cafeteria during several class periods.
2. Lunchroom supervisor will speak to class on specific problems involved in the operation of the cafeteria and explain the equipment and procedures used.
3. Students will assist in the cafeteria during lunch one or two days, perhaps serving trays, etc.

RESOURCES: Lunchroom supervisor, appropriate text on commercial cooking.

FOLLOW-UP ACTIVITIES:

Students may visit a restaurant or commercial cooking class at a vocational center.

GRADE OR IGE UNIT: 12

SUBJECT: Family Living

EDUCATIONAL CONCEPT: Personal Goals

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that career decisions must correlate with one's goals in life.

ACTIVITIES:

After reading and class discussion on formulating personal goals and objectives, students will write their personal life philosophy, including goals, personal interests, etc.

RESOURCES: Appropriate text with reading personal goals.

FOLLOW-UP ACTIVITIES:

Students may choose a career they have an interest in and evaluate it for correlation with their personal goals.

GRADE OR IGE UNIT: 12

SUBJECT: Family Living

EDUCATIONAL CONCEPT: Traditional Working Roles

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

Students will formulate a survey to be used in the community asking the following information:

Occupation? Are there others of your sex who have this same occupation? Did you have difficulty in finding a job? Did you have difficulty training for your job? Do you have problems being accepted as a qualified member of your profession? Are there those in the community who would say your job is man's/woman's work? Do some people consider your job menial or undesirable?

This questionnaire could be asked of a great majority of persons in the community. Those people who show a deviation from the community "norm" could be asked to speak to the class concerning their job, problems they have.

Students could also look for newspaper and magazine articles on this topic and bring them to class. Example: lady plumber, telephone lineswoman, male hairdresser, male interior decorator, garbageman, etc.

RESOURCES:

People in the community who have jobs considered "unusual" by the community who may speak to the class.

FOLLOW-UP ACTIVITIES:

Students may compile a list of jobs or careers in the community considered unusual.

GRADE OR IGE UNIT: 12

SUBJECT: Family Living

EDUCATIONAL CONCEPT: Family Money Management

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

Assign groups into family units. Each family group will write a description of the family, their activities, their goals, their life style, the parents' occupations, etc. Using Career Opportunities Index, students will determine the "family" income. The "family" will then set up a budget for the year, including housing, insurance, savings, and recreation. Students will then plan a long-range spending plan for the family including children's education, buying a new car, a new house, increasing insurance coverage, etc.

Students will hear guest speakers on insurance, car loans, mortgage loans, etc., and read from appropriate text on home-money management.

RESOURCES: Insurance salesman, bank loan officer, representative from commercial or federal loan firm. Appropriate text on money management.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: Family Living

EDUCATIONAL CONCEPT: Social Relationships

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To know that work is a means of developing social relationships.

ACTIVITIES:

Working in groups of 3 or 4, have students develop a survey (with teacher assistance) to be used in the community: this survey would be composed of a questionnaire asking such questions as:

a. List your occupation and place of employment.
b. List the occupation and place of employment of your 10 closest social associates.
c. Other pertinent questions.

The results of the questions in this survey should be compiled, hopefully showing that work contacts are social contacts in a majority of homes.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11 - 12

SUBJECT: Home and Family Living

EDUCATIONAL CONCEPT: Refinishing Furniture

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and processes needed in the world of work.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

Using furniture in need of repainting or repair, have students in groups of 2 or 3 study appropriate refinishing techniques and apply them to the furniture. Students will visit a refinishing shop such as "The Red Barn" or an antique shop.

RESOURCES: Appropriate books and pamphlets on furniture refinishing; old furniture from rummage sales, necessary supplies and equipment such as paint brushes, paint remover, etc., or student's homes.

FOLLOW-UP ACTIVITIES:

Student evaluation of finished products.

GRADE OR IGE UNIT: 11 - 12

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Clothing and Textiles

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that a tentative career choice should be based on attitudes, values, interests, and requires in depth study.

Educational Awareness

To realize that most workers need some kind of special training for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To be aware that technological changes eliminates and creates work.

ACTIVITIES:

1. Assigned reading on the history and development of both natural and man-made fibers.
2. Students will collect fabric swatches of various fabrics and label accordingly.
3. Students will visit a fabric mill and see how the material is made or finished.
4. (Alternate Activity) - Printer may speak to class on methods of printing fabric.

RESOURCES: A student may be related to a printer who could speak; appropriate text books and pamphlets on textiles, textile design, etc., scraps may be student donation; Filmstrips: Careers in Clothing and Textiles, Butterick.

FOLLOW-UP ACTIVITIES:

Some students may wish to try simple fabric design such as textile painting, tye dying, batik, etc.

GRADE OR IGE UNIT: 11 - 12

SUBJECT: Home Economics

EDUCATIONAL CONCEPT: Food and Nutrition - Following Directions

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To recognize that all decisions made have a cause and effect.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Career Awareness

To relate home and school jobs to community functions.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

Students will be divided into groups of 2 or 3, given a recipe and necessary food supplies and told to complete the product following the cooking instructions without the help from the instructor.

RESOURCES: Recipe using techniques students are familiar with; necessary food supplies and equipment in foods lab.

FOLLOW-UP ACTIVITIES:

Student evaluation of procedures and finished product.

GRADE OR IGE UNIT: 12

SUBJECT: Family Living

EDUCATIONAL CONCEPT: Routines and Roles

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

Students will interview people in the community asking them to complete the following information:

1. List occupation.
2. Describe daily activities before working hours.
3. Describe activities on the job.
4. Describe leisure time activities.
5. Describe daily activities after working hours.
6. List other activities not included in leisure time activities.
7. What per cent of your daily activities are directed toward your job?

Students may work in groups of 3 or 4 to develop and carry out this survey.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Compile results and present to the class.

GRADES 9-12
AGRICULTURE

80

GRADE OR IGE UNIT: 9, 10

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Exploring Basic Animal Nutrition (Careers in Agriculture)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Students must first learn the (7) basic animal nutrients.
2. Have students balance rations for various types of farm animals using the Pearson's Square Method of Ration Balancing.
3. Visit a cattle feed lot and observe cattle being fed on different rations and make comparisons.
4. Invite an animal nutritionist to speak on his/her subject.
5. View film "The Rumen Story". Gives good information concerning the digestive system of cattle and sheep.
6. Students should learn the parts of the ruminant digestive system and the simple digestive system.

RESOURCES: Extension animal nutritionist, film - "Rumen Story" available from extension service, local feed lot operator

FOLLOW-UP ACTIVITIES:

See how students perform in feeding their own animals.

GRADE OR IGE UNIT: 9, 10

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Exploring a Career in Floriculture

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different people.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that hobbies and intersts may lead to a vocation.

ACTIVITIES:

1. Visit local flower green houses and let students observe various types of flowers blooming the year round.
2. Students should then plant their own flowers in beds in the green house. Each student is required to care for their own plants.
3. Visit a local florist and let students observe floral arrangements being made.
4. Let the students themselves design and make arrangements from the flowers they have grown.
5. Plant several flower beds on the school grounds in the spring.
6. If possible, work with local florists on work-study programs. Let the students most interested participate in this. This would provide valuable experience to those wanting to make a career in floriculture.

RESOURCES: Local florists, nursery green houses that grow commercial flowers, landscape architect or specialist

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Farm Tax Management

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To realize that all decisions have a cause and an effect.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To appreciate the fact that customs, traditions and attitudes of society affect the world of work.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes and money exchange.

ACTIVITIES:

1. Invite a local politician to speak on "How Taxes Are Used" in your particular community.
2. Provide students with exercises on figuring depreciation.
3. Provide students with information and have them complete tax form 1040 and schedule F on Farm Income and Expenses.
4. Have an accountant speak on the three methods of reporting farm income.

RESOURCES:

Local politician, local accountant, tax forms from post office

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9, 10

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Managing a herd of commercial cattle (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Take the class to observe a herd of commercial cattle and ask the owner to explain how he/she operates, and what his/her basic management practices are.
2. Give each student 10 minutes and let him/her explain how they would (1) establish a commercial herd and (2) a registered herd.
3. Invite an area livestock specialist to speak on "Performance Testing of Beef Cattle".
4. Take students to the farm and let them perform basic operations such as, castration, worming, dehorning, and vaccinating.
5. Take students to a farm and let them observe artificial insemmination by an expert from NOBA or ABS.

RESOURCES: Extension livestock specialist, local farmers, representative of American Breeder's Service, or Northern Ohio Breeders Association.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Career in Nursery Management

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and processes needed in the world of work.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

ACTIVITIES:

1. Students should become familiar with 20 different ornamental plants.
2. Invite an extension horticulturist to speak on "The Type of Nursery Operation Most Desirable for Your Location" and "Investments Required to Start a Plant Nursery" and "Nursery Facilities".
3. Students will learn how to prune ornamentals and certain types of trees.
4. Invite a turf management specialist to speak on "Care and Management of Lawns as Pertaining to Nursery Operation".
5. Visit a local plant nursery and have sutdents observe the operations which take place and make notations.

RESOURCES: Extension horticulturist and turf specialist, local nursery operator

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: A Career in Landscape Architecture

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To show that career decisions must correlate with one's goals in life.

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. View filmstrip on "Landscape Architecture" to introduce students to the career.
2. Visit the office of a landscape architect and have him/her explain his/her job and let students see him/her performing his/her tasks.
3. Students should then draw at least one simple landscape plan or paper.
4. If possible, find a building somewhere in the community and let the students plan the landscaping layout. Then let them set the shrubs and do the ground work themselves.

RESOURCES: Local landscape architect, new or vacant building that students can landscape.

FOLLOW-UP ACTIVITIES:

Students will continue the upkeep of the landscape project.

GRADE OR IGE UNIT: 10, 11

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Application and Use of Fertilizers (Careers in Agriculture)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Decision Making

To learn to reevaluate a prior decision when new information is available.

Career Awareness

To realize that geographical location determines the kinds of work found therein.

ACTIVITIES:

1. Take students on a tour of a local fertilizer distributor and show them the components of certain fertilizers and how they are mixed proportionately.
2. If possible, tour a liquid nitrogen plant to see how nitrogen is produced from natural gas.
3. Invite an expert in chemistry in to discuss the "Importance of Synthetic Urea in Plant Fertilization and in Animal Feeding".
4. Discuss with students "how" and "when" to use certain kinds of fertilizers.
5. Invite chemical salesman to speak to students on "Careers in the Field of Fertilizers".
6. Discuss with students the importance of good plant nutrition in order to increase crop production.

RESOURCES: Local fertilizer dealership, local chemical company, liquid nitrogen plant, local farmers, animal nutritionist, fertilizer analyst

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7, 8, 9

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Methods of Plat Propagation (Careers in Horticulture)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher.

ACTIVITIES:

1. Take students to a commercial plant nursery to observe methods of propagation. Be certain to emphasize jobs available at such nurseries.
2. Let students mix propagating medium.
    1. sand
    2. peat moss
    3. methyl bromide
    4. lime
    5. fertilizer
3. Students should propagate their own plants from (a) seeds; (b) cuttings.
4. If a green house is available students should arrange their plants in it in an orderly manner.
5. Students should be responsible for watering and caring for their plants every day.
6. Invite a local horticulturist in to demonstrate all methods of plant propagation and to speak on "The Importance of Plant Propagation in Producing Ornamental Plants".

RESOURCES: Local plant nursery, extension horticulturist

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Control of Diseases in Peaches (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions have a cause and effect.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Social Awareness

To understand that all jobs are dependent upon other jobs.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Students should see brown rot and realize the importance of controlling it.
2. Take students to a peach orchard and let them observe the methods of spraying.
3. Let the students develop their own spray schedule and decide on the type of fungicide to use.
4. Let students prune a young peach tree and make sure they realize what type of pruning reduces the incidence of disease.
5. Invite a plant pathologist from the extension service in to speak on "Diseases of Peaches" and "The Economic Importance of Peaches in S. C.".
6. Observe brown rot of peaches under the microscope and be sure each student can recognize the types of fungicidal spores connected with the disease.
7. Let students conduct a survey of 5 peach farmers in the area to find out the economic loss they would realize if an epidemic of brown rot occurred. Have students compare figures.

RESOURCES: Extension plant pathologist, extension pomologist, local farmer, Agricultural Chemical Co.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9, 10

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Methods of Soil Conservation (Careers in Agriculture)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Decision Making

To recognize and accept other's decisions.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Discuss with the students the types of soil conservation practices used in the particular community and their purposes: a) terracing, b) contour farming, c) meadow strips, d) crops that hold soil, etc.
2. Have the soil conservation service send a representative to conduct a soil conservation workshop for the students.
3. Have students write and deliver speeches on the importance of soil conservation.
4. Be sure students understand land capability classes as they apply to soil conservation.
5. Let students go out and stake out terraces using the 100 ft. steel tape, transit, and rod.
6. Take students to see conservation practices being constructed. (Should be coordinated with the soil conservation service in your county.)

RESOURCES: County soil conservation service, county extension agent, local farmers

FOLLOW-UP ACTIVITIES:

See what kind of soil conservation practices certain students initiate on their own home farms.

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: A Career as a Pesticide Applicator

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Educational Awareness

To realize workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that geographical location determines the kinds of work found therein.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Take students on a field trip and observe as many types of pesticide application as are available.
2. Discuss with students the dangers of pesticide usage.
3. Contact the environmental protection agency and obtain material pertaining to legislation enacted on pesticide application.
4. Students should take a survey of farmers in the community and come up with a list of pesticides used.
5. Invite an official of the EPA to talk to classes on "How to Become Certified as a Pesticide Applicator".
6. Let students demonstrate the proper application of pesticides in an actual field demonstration.
7. Students should prepare a complete list of "Dangerous Pesticides" and "Safe Pesticides" available in the area.

RESOURCES: Local farmers, county extension agent, environmental protection agency, agricultural chemical companies

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9, 10

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: The Operation of a Meat Packing Plant

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Decision Making

To know that career decisions must correlate with one's goals in life.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Students must see and be able to distinguish between different types of meat. Example: beef, pork, chicken, mutton.
2. Take students to see carcasses being cut into the various parts - a good place to go would be the local supermarket.
3. If possible students should observe the total process from slaughter to packaging of specialty meats like bologna, weiners, vienna sausage, etc.
4. Students should go to a supermarket and take a survey of the meat selling process. They should ask questions such as (1) where does the meat come from, (2) what types of meat sells the best, (3) what kind of price do you pay and what price do you get, etc.
5. If possible students should actually cut on a carcass, if only a chicken, this would give indication as to how it is done.
6. Let students arrange a meat display like is seen in a supermarket, and let them go through the buying and selling process.
7. Be sure and incorporate meat inspection in your activities.

RESOURCES: Local supermarket, processing plant

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Crop Management (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Decision Making

To learn to evaluate a prior decision when new information is available.

Economic Awareness

To realize when needed jobs are in short supply, the pay is higher.

ACTIVITIES:

1. Students should know and be able to recognize the major crops grown in the area.
2. Students should each select a crop and plan a complete management program from planting to harvest - include - varieties, fertilization, spray schedules, soil treatments, type of harvest, when to harvest, etc.
3. View film on "Hybrid Vigor" put out by Pioneer Seed Company.
4. Take students to see as many types of crops being harvested as possible.
5. Invite a local farmer to speak on his/her particular crop management program.
6. Visit a machinery dealer and look at the latest planting, harvesting, and spraying equipment.

RESOURCES: Local farmers, machinery dealer, film on "Hybrid Vigor"

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Understanding the Future Market

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize and accept others decisions.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To realize that an individual's work affects his/her style of living.

Economic Awareness

To comprehend the tools of business (to be able to interpret graphs, charts, data).

ACTIVITIES:

1. Students will learn where to look for commodity prices on the future's market in the daily newspaper.
2. Set up in class a mock commodity exchange and let students participate by buying and selling futures.
3. Invite an extension agricultural economist to speak on "The Future's Market".
4. Provide students with assignments requiring them to look up information on the future's market and commodity exchange.

RESOURCES:
Newspaper, library material, extension agricultural economist

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: A Career in Agricultural Sales and Service

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that there are many channels directed toward job entry.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Let students explore the different areas in the agricultural sales and services. For example: fertilizer, pesticide, machinery, chemical, seed, and feed salesmen.
2. Students should make a presentation in class and portray a sales person and attempt to sell his/her product or products.
3. Invite the county extension leader to speak on the types of services his/her staff renders to farmers in the county.
4. Visit the court house and spend some time in various departments that provide services to farmers. For example: ASCS, SCS, Farm Bureau
5. Attempt to place some students on the job in feed stores, FCX's, grocery stores, etc. If feasible, work-study programs are very influential in this area.

RESOURCES:

County extension leader, various agricultural sales businesses, various agricultural services in your area

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Importance of Record-Keeping in Farm Management (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Educational Awareness

To acquire basic skills and habits found in the working world.

Career Awareness

To understand that the work a man does tells more about him/her that is significant in this culture than any other single item of information.

Social Awareness

To realize that an individual's work affects his/her style of living.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. Each student is required to keep a record book of his or her agricultural enterprise.
2. Once a month this record book should be checked by the teacher.
3. Have a resource speaker on the topic of electronic and computerized record-keeping.
4. At some point have a C.P.A. talk to classes concerning record-keeping and tax breaks in agriculture.
5. Take a field trip to show students how large corporations keep records and the importance of careful record-keeping in profit making businesses.
6. Exercises will be provided so that students are able to make decisions concerning profit, expenses, receipts, taxes, depreciation, interest, and all phases of financial management.

RESOURCES: Economist from a college or university, a practicing C.P.A., one large corporation in the community.

FOLLOW-UP ACTIVITIES:

After activities have been completed, see how students respond in keeping records accurately and up to date.

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Obtaining Credit for Agricultural Investments (Careers in Agriculture)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To recognize and accept other decisions.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

Economic Awareness

To apply knowledge of economic responsibility to career decisions.

ACTIVITIES:

1. Have students become familiar with the operation and function of the four (4) basic agricultural lending agencies - (a) Production Credit Association, (b) Federal Land Bank, (c) Intermediate Credit Bank, (d) Farmer's Home Administration.
2. Have students actually borrow money for their school agricultural project. (optional)
3. Invite a local banker to discuss ways of obtaining credit and careers in banking.
4. Have students fill in a sample income tax form and itemize deductions.
5. Have students compare interest rates, for agricultural loans with the ag. lending agencies, banks, and other loan agencies in the community; and determine which is best for their own needs.
6. Have a local banker in to discuss mortgages.

RESOURCES: Local banker, agricultural lending agencies in the area

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: To understand initial capital investments required in agricultural production (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

1) To recognize that all decisions made have a cause and effect.
2) To learn to reevaluate a prior decision when new information is available.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

ACTIVITIES:

1. Each student will select one (or several) agricultural enterprises and begin his/her own farming operation.
2. Students will list everything necessary for the operation of their farm.
3. Students will then be required to go to business establishments and obtain figures on how much money it is going to take to get started.
4. Finally, the student will come up with a final figure of the initial capital investment necessary for his/her particular operation.
5. Students should compare lists and figures to see what enterprises require the largest or the smallest capital investment.
6. Have students make decisions on which of the farming enterprises are going to be the most profitable in this area of the state.

RESOURCES: Real estate agency, agricultural lending agency, insurance agent, farm equipment dealer, building contractor.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Importance of Farm Safety (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To develop healthy work habits.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Students will become familiar with three basic types of farm safety: (1) Mechanical safety, (2) Basic shop safety, (3) Electrical safety.
2. Invite a fire marshal in to talk to students on the importance of fire prevention and how to prevent fires.
3. Take field trips (1) to observe a hazardous farm shop, and (2) a safe farm shop.
4. Take a field trip and let a local farmer demonstrate the safe operation of farm machinery.
5. Invite a person familiar with OSHA to talk to classes on the occupational safety and health act as it pertains to the farm.

RESOURCES: Local fire marshall, local farmer, OSHA expert

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11, 12

SUBJECT: Agriculture

EDUCATIONAL CONCEPT: Maintenance of Farm Machinery (Careers in Farming)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

To appreciate all forms of work and to recognize the dignity of all jobs.

Decision Making

All decision made have a cause and effect.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To realize that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. Students will be able to perform the following maintenance
   - a) tractor tune-up
   - b) change oil and oil filter on tractor
   - c) service tractor transmission
   - d) fully lubricate tractor
2. Invite local farm machinery dealer to discuss careers available in this field.
3. Invite a local farmer in to discuss his/her machinery management.
4. Students will make the proper adjustments prior to use on the following machines:
   - a) combine
   - b) hay baler
   - c) sprayer
   - d) cotton picker
5. Students will draw plans of proper storage facilities for farm machinery and be able to discuss their advantages to the farmer.

RESOURCES:

Local farm machinery dealer, a local farmer, farmer to provide machinery for students to work on.

FOLLOW-UP ACTIVITIES:

GRADES 9-12
PHYSICAL EDUCATION

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Hospitality and Recreation- Leisure Time

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations.

Career Awareness
To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

After the following activities students will be able to describe reasons for the need to make wise decisions in planning use of leisure time for his/her life style.

1. Class discussion to define leisure time and recreation.
2. In different groups a chart will be made showing ways people of different age levels and socio-economic background spend their leisure time and why.
3. Each group will identify and work on skills of a physical fitness program suitable for their group.
4. Speaker.

RESOURCES: Physical fitness books from library and State Department of Education. Speaker who has had weight problem or heart attack to speak on importance of good physical health.

FOLLOW-UP ACTIVITIES: Students will be able to list or verbally describe what dictates the choice each makes in choosing the way leisure time is spent.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in P.E. and athletics (officiating)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To recognize that all decisions have a cause and effect

Social Awareness
To understand that everyone is responsible for his/her own actions.

ACTIVITIES:

1. Schedule a representative of the High School Officials Association to come in and speak to all P.E. classes. He/she should speak on the following topics:
    a) How to become an official
    b) The economic values of being an official
    c) The responsibilities of being an official
    d) The problems of being an offical
2. Give a short rules course on the sport which is in season (fall-football, soccer; winter-basketball and wrestling; spring-baseball).
3. After the rules course, let each student have a chance to officiate a regulation game of the sport which is in season at that time. Class size will determine how much time each student will spend officiating.

RESOURCES: Library materials giving the rules of different sports; people in the community who are certified officals.

FOLLOW-UP ACTIVITIES: This activity can be done for all sports during the year- both boys and girls.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Development of a plan for leisure time activities in the community for the individual and family.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Career Awareness
To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

1. Each student will interview a worker or workers in an occupation to find out what each does for recreation.
2. A student group will write a letter to the County Parks and Recreation Committee to get information about activities offered to people of all ages in the community.
3. Resource Speakers- see"Resources" below
4. Each student will discuss leisure time activities with his/her family and plan a weeks individual and family recreation program.

RESOURCES: YMCA. YWCA, 4H, Girl Scouts, Boy Scouts, etc.

FOLLOW-UP ACTIVITIES: Development of a plan for self and family on how leisure time could be spent in at least two ways in the community.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Leisure Time- Past, Present, Future

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

Divide class into groups to accomplish the following task.

1. Determine how much leisure time pioneers had and contrast it with the leisure time their parents have today and the time the student may have in the future. What factors are involved in determining leisure time.
2. Describe how pioneers spent leisure time and how and why this has changed to the present day.
3. Make picture charts illustrating the leisure equipment of the past and contrast these with the present equipment.

RESOURCES:

FOLLOW-UP ACTIVITIES: Students will be able to describe similarities and differences in the use of leisure time past and present. Also the change in equipment and its importance to safety.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Camping- New Pastime

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
—To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

ACTIVITIES:

1. Discuss the new pastime of camping with the class.
2. Speaker
3. In one group have students develop list describing the advantages and disadvantages of camping.
4. Have another group on an outline map of SC locate all state parks and list the recreation activities of each.
5. Have another group locate well known lakes in the state and the recreational activities at each.

RESOURCES: Materials from Parks, Recreation and Tourism Department
Speaker- someone involved with camping equipment to discuss kinds, its use and its cost.

FOLLOW-UP ACTIVITIES: Each group will plan a vacation to a state park giving recreational advantages and disadvantages and the approximate cost of camping versus motel etc.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Health-Development of a positive self concept as related to career choice

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To understand that career development requires sequential series of choices.

Social Awareness
To realize that an individual's work affects his/her total life style.

ACTIVITIES:

1. Invite a personnel counselor, psychologist or industrial nurse to discuss the relationships between physical and mental health and occupational stress.
2. Have students survey an occupational interest and list self-needs in making their choice.
3. Have students select and rank the needs involved in their career planning.
4. Have students interview workers as to work satisfactions and rewards as related to psychological needs.

RESOURCES: Speaker to discuss the relationships between physical and mental health and occupational stress.

FOLLOW-UP ACTIVITIES: Students will be able to describe and relate self-expression and psychological needs to tenative career plans.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in Physical Education and Athletics (Sports Reporting)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare for a life of work

ACTIVITIES:

1. During football season, show P.E. classes one of football teams recent films.
2. Have students take brief notes as they watch the film.
3. For a homework assignment, using these notes have students write a news paper report on this particular game.
4. Choose a few articles to be read in class.

RESOURCES: English teachers could be consulted for proof reading of articles.

FOLLOW-UP ACTIVITIES: A local sports reporter may be invited to talk to the class before the activity.

GRADE OR IGE UNIT: 9-12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible Careers in Physical Education and Athletics (Statistics)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

ACTIVITIES:

1. Explain to students that in most sports, statistics are kept on games and this is an important part of sport.
2. Explain that people that keep statistics must have a working knowledge of math.
3. Using baseball as the sport show how math is used in keeping statistics.
4. Make up names and numbers and have the class figure some baseball statistics (batting averages, pitching per centages, earned per averages etc.)

RESOURCES: Consult math teachers for proper methods in figuring per centages.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Life Style and Leisure Time

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know and practice the components of the decision making process.

Economic Awareness

To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

1. Discuss how one's career may effect the whole style of living, i.e., work atmosphere, friends, recreations, etc.
2. Have students research the various occupations they are interested in and list the leisure time and family life implications of each occupation.
3. Students will report characteristics of occupations such as earnings, work schedule, and physical and mental exertion.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Students will be able to relate educational, occupational, family life and recreational interest and decisions to a tentative life style.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: To make students aware of leisure activities of Senior Citizens

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Social Awareness

To relate the similarity between the order and structure of a school environment to society at large.

ACTIVITIES:

1. Invite community Senior Citizens Director to discuss adjustments after retirement and the need for recreational activities in their lives.
2. Groups will research different types of recreational activities in which senior citizens are able to participate.
3. Groups will develop a survey form to give to senior citizens in their family and to community Senior Citizens Club. Survey will determine interest areas, skills, abilities, and current recreational facilities for senior citizens as well as other related information.
4. Groups will develop plans for recreation and leisure time activities for senior citizens.
5. Each group will list recommendations for recreational facilities for the Senior Citizens Club.

RESOURCES:

Resource person: Community Senior Director or person connected with senior citizen development

FOLLOW-UP ACTIVITIES:

Development of a pamphlet of recreational activities and possible recreational facilities to be presented to Senior Citizens Club. This activity could be also adapted to, or include persons in a nursing home, hospital or shut-ins.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in P.E. and athletics (grounds keeper)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

1) To appreciate all forms of work.
2) To recognize the dignity inherent in all jobs.

ACTIVITIES:

1. During football season, show the P.E. class the equipment used in marking off a football field. Also provide the class with a price list of the equipment used.
2. Divide the class into 4 groups.
3. Three of the groups will be assigned jobs to be done in marking off the playing field.
4. Group #4 will take the price list given and calculate the cost of marking off the football field for one game.

RESOURCES:

FOLLOW-UP ACTIVITIES:

This can be done for a baseball game also.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in P.E. and athletics (Statistician)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize the fact that basic skills learned in school help prepare the student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. During a football season have students bring in a sports report on any football game.
2. In class, go over the statistics on the game given in the article (yardage gained and lost passing percentage, rushing averages, etc.) Explain how statistics are kept and averages figured, showing the use and importance of good mathematics.
3. Show the film of the school's most recent football game and have each student in the class figure the statistics on the game.

RESOURCES:

Math teachers may be consulted for accurate results on the figuring of averages and percentages.

FOLLOW-UP ACTIVITIES:

Statistics may be kept on a television game and compare to those in the newspaper the next day.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in Physical Education and athletics (Sports writing and broadcasting)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. During a unit on basketball, choose 2 teams of 10 players each (use the best player in the class.)
2. Divide the remaining students into 2 equal groups, (each group will represent one of the teams.)
3. Have the 2 groups meet with their teams and write player sketches for each of the team members. (Each group member will have his/her own player sketch article for his/her team.)
4. Plan a regulation game between the 2 teams for the next class period.
5. Before the game, using 2 tape recorders, have a representative from each group introduce the teams. (Using the prepared player sketches.)
6. During the game, let the members of the 2 groups broadcast the game into the tape recorders. (Each student should get a chance to participate in the broadcasting.)
7. Play the tape to the entire class after the game (this may be the next class period.)

RESOURCES

FOLLOW-UP ACTIVITIES:

If this works well with each class, switch the roles of the groups (i.e.) let the players be the reporters and broadcasters and the other players (the quality of play may not be as high.)

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in Physical Education - Trainer, Therapist

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career.

Decision Making

To know and practice the components of the decision making process.

ACTIVITIES:

1. After a unit on athletic injuries - divide the class so that each student has a partner.
2. Assign each student one of the basic injuries which have been discussed.
3. Partners will then give diagnosis and treatment for each others injuries.
4. If taping or wrapping of the injury is necessary - students will perform this on their partner.

RESOURCES:

"Doc" Stober - Wofford College trainer, any therapeutic equipment in the athletic training room may be helpful.

FOLLOW-UP ACTIVITIES:

If facilities permit have students observe the activities in the athletic training room before football practice.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in physical education - coach

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To be able to cope with the consequences of personal decisions.

ACTIVITIES:

1. During a unit on basketball, divide the class into approximately 4 teams of 8 players.
2. Set up a schedule which allows each team to play a four game series (4 days in a row.)
3. Choose 2 players per day to serve as coach and assistant coach for their teams (this would involve 8 people per day.)
4. Explain to other players that they are expected to abide by the decisions of their acting coach.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers related to P.E. - Athletic Director

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Divide class into three groups to represent football, basketball, and baseball.
2. Given a price list of equipment cost, travel expense, etc., each group will prepare a budget for the year for each sports area.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Upon presentation of budget to committee, each group is given a specific amount to spend. Priorities will have to be determined given problem situations such as replacement of worn out uniforms lost and destroyed equipment.

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers related to P. E. Athletic Director (football scheduling)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that decisions made have a cause and effect.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Divide class in groups of 8.
2. Assign each group a size and classification (ex.: class A-AA-AAA-AAAA)
3. Let the members of each group choose a team nickname and a school name.
4. Explain that schools the same classification are in the same conference.
5. Have students make up an 11 game schedule with the rule that all conference teams must be played.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Possible careers in Physical Education and Athletics (Sports photography)

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. During a basketball unit, divide the class into 4 teams (teams 1, 2, 3, 4)
2. Let team 1 and 2 play a regulation game. While 1 and 2 are playing, let teams 3 and 4 take action photos of the game. (Students can voluntarily bring cameras and share - film would be provided.)
3. While teams 3 and 4 play a regulation game, 1 and 2 will take photos.
4. When students' photos are returned, have them write captions for their particular picture.
5. Use photos to make bulletin board.

RESOURCES: Science department or art department may be consulted for proper use of cameras and proper lighting (film may be developed by the Science Department if possible.)

FOLLOW-UP ACTIVITIES:

GRADE OR ICE UNIT: 9 - 12

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Development of an appreciation of recreational facilities within the States

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know and practice the components of the decision making process

Social Awareness

To understand the approach needed to resolve personal conflict between one's individual and group goals.

ACTIVITIES:

1. Invite speaker from State Parks and Recreation Commission to discuss the following: Facilities, cost, upkeep, patrolling and behavior in public recreational areas.
2. Have group make charts of current cost of familiar forms of recreation. Compare.
3. Identify the conflict caused between students because of a recreational activity. Discuss and suggest, through activities, solutions to prevention or correction of these problems:
   a) Problems over rules
   b) Fair play
   c) Discussion on judgement calls in games
4. Groups will choose a town in the State and write the Chamber of Commerce asking about recreational facilities in the area.
5. After reports on State facilities, each group will decide on a place for a summer and winter vacation in the state and estimate the cost of each.
6. Field trip to nearby State Park.

RESOURCES: Speaker from State Parks and Recreation Commission, any pamphlets and other resource materials available from State Parks and Recreation Commission, field trip to state park.

FOLLOW-UP ACTIVITIES:

Each student will develop a plan for a family vacation that will consider travel distance, cost and other economic factors.

GRADE 10
BIOLOGY

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Importance of Skin

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations

Social Awareness

To understand the need for cooperation in the completion of tasks

ACTIVITIES:

Select pairs of fruits, vegetables: two carrots, two potatoes, two oranges, two apples, etc. Remove the skin or peel from one of each pair. Let them stand exposed for one week suspended from rod. Check what happened to the peeled specimen in color and weight. Why?

Different groups should do different phases of this experiment.

RESOURCES:

Ring stands, string; scales to weigh (before and after).

FOLLOW-UP ACTIVITIES:

Discussion of fields dealing with skin: Dermatology (teenage skin problems in particular).

GRADE OR IGE UNIT: 10th & 11th

SUBJECT: Biology or Chemistry

EDUCATIONAL CONCEPT: Careers in Biology and Chemistry

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations
Attitudes & Appreciations
To understand the need to make a meaningful career choice
Decision Making
To apply the decision making process to the study and selection of careers
Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at certain goal
Social Awareness
To realize that an individual's work affects his standard of living

ACTIVITIES:

Careers scrambled letters puzzle. Film: People Who Work in Science. Crossword puzzle of careers related to biology.

Reports on careers should include: Personal qualities needed for job; Educational requirements; working conditions; duties on the job; future outlook; earnings; working hours; chances.

Some of the activities could be done for extra credit.

RESOURCES:

Film: People Who Work in Science Guidance Association

Reference Books: Encyclopedia of Careers and Vocational Guidance - Doubleday; Occupational Outlook Handbook (Annual); U. S. Dept. Labor: Dictionary of Occupational Titles; Guidance to Earning A Living: Cunninham and Reed

FOLLOW-UP ACTIVITIES:

This would be used at the beginning of the year, follow up by repeat at end allowing students to make any selections they would like.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Genes

ELEMENT AND ELEMENT OBJECTIVES:

Social Awareness
To be able to accept criticism and direction to assume responsibility

ACTIVITIES:

Cut a piece of decayed apple or banana and place it into a glass jar. Put in a crumpled paper towel. Place a paper funnel in mouth of jar. After several fruit flies have been captured in the jar, remove the funnel and cover the jar opening with a cloth. In about two weeks, adults have laid egg which become larva which become adults.

Observe sexes (male dark band on end of abdomen) while asleep. Use a small wad of cotton saturated with ether. After flies are asleep, pour on a white sheet of paper. Use hand lens, separate males and females. Write characteristics of male and females. Check eye color. Work quickly and accurately.

RESOURCES:

Jar: Apple or banana, cotton, white paper, ether.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Bacteria

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

ACTIVITIES:

Dissolve bouillon cube in unflavored gelatin; cover bottoms of four containers with agar mixture; put lids on, sterilize containers in top of a double boiler one hour; when cooled and hardened, open dishes; blow on one and touch another with dirty fingers; replace lids, keep rims clean; keep in warm place several days; watch containers for growth; unopened dishes is the control.

RESOURCES:

Bouillon, unflavored gelatin, four top and bottom containers, double boiler.

FOLLOW-UP ACTIVITIES:

Lab assistant careers, nurse in office swabbing throat in culture.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Bones (Minerals)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs

ACTIVITIES:

Clean all muscle from a chicken bone. Put bone into a covered jar of strong vinegar solution. Leave several days. Remove - find extremely flexible. Minerals removed by acid. Put milk in pan and heat until all evaporated, protein, fat, sugar and minerals will remain in bottom; continue to heat until only minerals left.

RESOURCES:

Chicken leg, vinegar, jar with lid.

FOLLOW-UP ACTIVITIES:

A knowledge of minerals necessary in many professions: Dietician, home economist, cook, etc.

GRADE OR ICE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Molds

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To realize that society is dependent upon the work of many people

ACTIVITIES:

Expose piece bread to air at least an hour; spores fall on; sprinkle lightly with water and place in covered glass jar; put in warm, dark place for about a week; bread mold will grow.

Dead flies in jar as above about a week - water mold.

Orange mold - penicillin will grow.

RESOURCES:

Bread, dead flies, two jars with caps, orange

FOLLOW-UP ACTIVITIES:

Economic importance both good and bad of molds. Careers involved (bakeries, fisheries, medicine).

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Chemistry

EDUCATIONAL CONCEPT: Heat transfer by conduction, convection, radiation.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that a tentative career choice should be based on attitudes, values, and interests and require indepth study

Educational Awareness

To understand that knowledge or skills which are transferable will facilitate retraining

ACTIVITIES:

Boiling water - watch molecules move up (convection). Candle wax on different types of metals connected to a central disc. Check rate of heat transfer (conduction).

Build a convection box from a wooden box, piece of glass and two glass chimneys; (a) turn box on one side and cut out two holes on the top side over which the chimneys are placed. Substitute a piece of glass for the sliding box cover. Place a lighted candle inside the box under one hole. Slide the glass door closed; (b) Ignite a dampened rolled paper towel to cause it to smolder. Hold it over the chimney which is not over the candle. Observe the path of smoke; (c) As air is heated, the molecules move further away from each other, thus making the air lighter. The cold air is heavier and moves into push the lighter warm air up.

Team from Clemson will conduct many experiments with the students to allow them to design and select materials for warm sleeping bag.

RESOURCES:

Dr. Robert H. Baker, College of Industrial Management & Textile Science, Clemson University, Clemson, S. C. 29631

FOLLOW-UP ACTIVITIES:

Check career in output for chemical engineering.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Drugs

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To recognize that all decisions made have a cause and effect
Social Awareness
To relate the similarity between the order and structure of a school environment to society at large

ACTIVITIES:

SLED Agents bring samples; show effects on mice.

Sociogram works well to see why so many young people look to their peer group for decision making.

Film: Are Drugs The Answer

RESOURCES:

SLED Agents available through County Sheriff's Department; Sociogram can be designed; Film from State Department of Education - Audio Visual.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Chemistry

EDUCATIONAL CONCEPT: Combustion (non-flammable clothes).

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs

Economic Awareness

To be alert that technological progress, change, eliminates and creates work

ACTIVITIES:

Burning candle to demonstrate heat evolution, light evolution and volatulization.
Burn cotton flannel, then treated cotton fabric; team from Clemson.

RESOURCES:

Teacher does fundamentals and experiment with candle; after September 15 team from Clemson. Write to: Professor Frederick T. Simon, College of Industrial Management & Technical Science, Clemson University, Clemson, S. C. 29641. This team will give short lecture and then show experiment.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Marine Biology

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

After a detailed study of marine life, show film: THE SEA - Shell Company - UNDERSEA OASIS

Most local hobby shops will give you the names of some scuba divers who will come and present their observations as well as explain their gear.

Setting up and observing an aquarium is great for marine biology.

RESOURCES:

Film: THE SEA from State Department of Education; Audio Visual Library.
Film: UNDERSEA OASIS - Shell Library - 450 North Meridian St., Indianapolis, Indiana 46201
Hobby shops glad to recommend speakers.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Eye (Rods, Cones, Blind Spot, Right-Eyed or Left-Eyed)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits; (EG dependability and responsibility in a variety of settings)

ACTIVITIES:

Rods & cones function: Look straight ahead; have someone hold a sheet of colored paper at arms length out to side of student; slowly swing arm forward until paper is directly in front of the eyes (should be able to see now; couldn't before). (Rods in outer rim of retina distinguish light and dark; cones in center of retina stimulated by color.)

Blind spot: put two small (1/8") dark squares on a sheet of light colored paper; hold sheet at arms length in front of fact; close right eye and stare at the right square, bring paper slowly toward your eyes; at what point did left square appear; did it appear when paper was moved closer; blind spot is point on retina where the optic nerve enters activity.

Right-eyed or Left-eyed: hold your finger out in front of you; line it up with some object across the room; close your left eye; now open your left eye and close your right; which time did your finger jump to the side; if finger stays lined up with the object when your right eye is open, you are right-eyed.

RESOURCES:

Construction paper, poster board.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Conservation of Topsoil.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To recognize that all decisions made have a cause and effect
Social Awareness
To understand the need for cooperation in the completion of tasks

ACTIVITIES:

Use many teams - all helping in some aspect.

Cut hole near top rim of one side of each pan. Tape a piece of rubber tubing to each hole. Put layers of clay soil and sand mixture in each. Add top layer of rich topsoil. Rest one end of each pan on a block of wood to elevate it at a thirty degree angle. The hose on the opposite end should be directed into a dish to collect water. In one pan make rows across width of pan and plant grain, (A pan). In second pan make rows the length of pan and plant grain, (B pan). Nothing planted in third, (C pan). Use sprinkle can, pour exact amount of water (rain) over each. Measure amount of topsoil that leaves tube and settles in collecting dishes.

Illustrates contour farming best; up and down farming next (prevents erosion); and no erosion prevented.

RESOURCES:

Three aluminum cake pans; rubber tubing; clay soil and sand mixture; topsoil; cereal grain; dishes.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Microbiology

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be competent in the verbal and written analysis of alternatives

ACTIVITIES:

Students bring their own container of pond water; microscopes, Well's slides, toothpicks, powered methlene blue or congo red, methl cellulose. Draw at least six different organism before and after addition of blue or red (amount on end of toothpick per 100 ml water). Write up the lab as carefully as possible.

RESOURCES:

FOLLOW-UP ACTIVITIES:

After checking lab sheets, go over very carefully to allow each student to see exactly what is meant by accurate observation.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Lungs (Pollution)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that the need for security causes many workers to keep the jobs they have
Career Awareness
To realize that geographical location determines the kind of work found therein
Economic Awareness
To recognize the financial and legal tools that govern and protect the worker

ACTIVITIES:

Research newspapers for new legislation which is being proposed on Brown Lung. (Textiles important in our area)

Film: Air Pollution: Take a Deep Deadly Breath
To Clean the Air
Air Pollution

RESOURCES:

Newspapers, magazines, Legislators. Films from State Department of Education: Audio Visual Library

FOLLOW-UP ACTIVITIES:

Bulletin board on Brown Lung (Newspaper and magazine articles around diagram of lung).

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Population Explosion

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To learn that the individual must be adaptable in a changing society
Decision Making
To know and practice the components of the decision making process. Six steps

ACTIVITIES:

Research population increases for all major countries for the past ten years.

Film: Standing Room Only

Film: Population Ecology

Experiment on several mice using smaller and smaller cages. After several months, operate on them. Many more ulcers in those of smaller cage.

RESOURCES:

Films from State Department of Education: Audio Visual; students get mice and build small cages with screen. Book: 1984 (outside reading).

FOLLOW-UP ACTIVITIES:

Write up observation on mice; discussion of the possibility of the book 1984 coming true, especially the limitation of families.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Pollution (Land)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his/her own actions

Attitudes & Appreciations
To appreciate all forms of work (ie to recognize the dignity inherent in all jobs)

ACTIVITIES:

Film: The Garbage Explosion

Sanitary landfill speaker.

Discuss importance of garbage man.

Report on attempts to use garbage to make fuel.

RESOURCES:

Film: State Department of Education - Audio Visual; each county has landfill office and will send speaker and slides; magazines and newspapers.

FOLLOW-UP ACTIVITIES:

One day spent describing this country without garbage men or sanitary landfills.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Classification

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be able to achieve an innate personal satisfaction in work (the job may be school)

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction

ACTIVITIES:

Make Fossils: Cement, sand, water, lime-sandstone. Pour into shallow box cover; just before it sets, press leaf, etc. into surface of the mixture; allow mixture to harden.

Push modeling clay into shallow cardboard box; smooth surface; different parts of organic objects into clay, then remove them; plaster of paris and water to the consistency of thick soup; pour into clay and let set; remove cardboard box and clay. Fossil imprint.

Slides diversity of animals and plants.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Outside report on visit to zoo or botanical garden on diversity of plants and animals.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Practical application of botany.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To learn that the individual must be adaptable in a changing society
Economic Awareness
To understand that some workers produce goods while others produce services

ACTIVITIES:

Modern farmer who could discuss the types of soil; fertilizers; nitrogen cycle; plants which grow in which type soil better; modern farm machinery needed to increase yield, how farming has changed; Clemson University's help to farms.

If first not available, one of the agriculture teachers could do the same.

RESOURCES:

County Farm Agent. Clemson Extension Service.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Ecology (Turning to the Oceans)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitude toward work

ACTIVITIES:

Reports: Study of resources available from ocean; possible food which could be derived; possible ways of making water usuable.

Class report of what underwater city would be like. Include jobs on careers which would be necessary.

Replica of underwater city.

RESOURCES:

Books: Encyclopedia; Winthrop Home Economics (Agar flour, etc.). Good imagination of students.

FOLLOW-UP ACTIVITIES:

Build a possible replica of an underwater city.

GRADE OR IGE UNIT: 10th

SUBJECT: Biology

EDUCATIONAL CONCEPT: Careers (Health)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations

To develop self-confidence in the pursuit of an anticipated career chosen

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages

Decision Making

To apply the decision making process to the study and selection of careers

Economic Awareness

To know that most people spend their lives serving or in the service of others

ACTIVITIES:

Students who are interested in some area of medicine could tour a Health Career section of a technical school.

Individual counseling.

Arrange tours of hospital in smaller groups one day. More counseling.

Placement in area of greatest interest in hospital or doctor's office: pharmacy, X-ray, physical therapy, pediatrics and pediatrician's office, microbiology, hemotology.

Students are made aware they are responsible for all work in the classes they miss.

RESOURCES:

Health Careers of Technical School; Education Director of a local hospital; a pediatrician.

FOLLOW-UP ACTIVITIES:

Each student writes a summary.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: The ways in which we have been influenced by other places.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that every individual can learn to perform adequately and can contribute in a variety of situations

Attitudes & Appreciations
To understand the importance of each individual in the function of the home/family unit as well as the school and social setting

Career Awareness
To realize that geographical location determines the kinds of work found therein

Social Awareness
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

ACTIVITIES:

Have the students make a list of all the places they have studied in World History that has had a visible impact on the United States or South Carolina. Example: New Orleans and Biltmore House.

Have each student tell the class what he/she knows about the places listed.

Have each write a synopsis to place in a notebook.

RESOURCES:

Books, People, Travel, Media

FOLLOW-UP ACTIVITIES:

Each student can compare knowledge of these places and jobs related to these places and people.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: Projections into the Future

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To learn that the individual must be adaptable in a changing society

Attitudes & Appreciations
To realize that work means different things to different individuals

Decision Making
To possess self-knowledge when making realistic life choices

Educational Awareness
To acquire the basic skills and habits found in the working world
To understand that knowledge or skills which are transferable will facilitate retraining

Career Awareness
To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual
To realize that society is dependent upon the work of many people

Economic Awareness
To identify within the home units what is available, needed, wanted, luxury

ACTIVITIES:

Have each student, in his/her major interest area, project his/her idea as to what life will be like in his/her specific area at some point in the future.

Have each write or draw his/her projection.

These projections are shown or read aloud by the student and put on display to become a "loan library" for the students to check out to read or to look at leisurely.

RESOURCES

library materials, museums

FOLLOW-UP ACTIVITIES:

Class discussions; encourage a reading program, discussion of what jobs people will hold in the future.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: To study how clothing styles have changed with changing times.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To understand the relationship between occupations and their changes

Decision Making
To recognize that all decisions made have a cause and an effect

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
To know the jobs necessary to maintain the community

Social Awareness
To appreciate the fact that customs, traditions and attitudes of society affect the world of work

Economic Awareness
To be alert that technological progress, changes, eliminates and creates change

ACTIVITIES:

Have each student select a time period and a clothing style to research.

Have each student provide and model his/her own costume for class viewing or draw charts of the clothing styles.

Have each style of clothing discussed by color and material available.

Have each style evaluated to determine whether this style aided or hampered the wearer in his/her lifestyle and job.

RESOURCES:

library materials, museums, individual collections

FOLLOW-UP ACTIVITIES:

Modeling in the school and in the community for clubs, etc., or a talk-discussion before interested groups. A discussion of jobs related to the process of making clothing from the farmer or chemist to the seamstress and designer.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: To compare architectual designs of houses (buildings) in different time periods.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations
To know that the ability to perceive the environment affects one's attitudes toward work

Decision Making
To recognize that all decisions made have a cause and an effect

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
To know that jobs necessary to maintain the community

Social Awareness
To realize that an individual's work affects his standard of living

Economic Awareness
To understand the process of and relationship between production and distribution of goods and services

ACTIVITIES:

Have each student select a different time period to research the type and styling of homes lived in by the wealthy and the average person.

Have pictures of each drawn or copied.

Have the student show his/her home to the class, and describe it as to materials and size and design. (Interiors can also be illustrated or described if desired.)

Have the class discuss the different or similar designs (styles).

Also, the class can question the student about the way in which the house was constructed and compare it with today's construction methods and costs.

RESOURCES:

library materials, museums, individual and public buildings, architect associations, builders associations

FOLLOW-UP ACTIVITIES:

Public buildings could be illustrated and discussed. The same procedure can be used for art, music, sculpture, and other possibly progressive items.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: To study how careers affect patterns of living.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations
To realize that work means different things to different individuals

Decision Making
To possess self-knowledge when making realistic life choices

Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at a certain goal

Career Awareness
To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige

Social Awareness
To realize that an individual's work affects his/her standard of living

Economic Awareness
To understand the economic implications brought about when a career decision is made

ACTIVITIES:

Have each student select a different career in the same time period and country of the world.

Have each student research the career and the living standard (and quality of life) for a person in that "station" of life or career.

Have each student report his/her findings to the class.

The class together talks about and compares the different careers and their life style in that time period with what he/she knows about those same or similar life styles and careers today.

RESOURCES:

library materials

FOLLOW-UP ACTIVITIES:

Class discussion; make charts; compare to modern times or to different countries.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: Learning about life in ancient times.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that every individual can learn to perform adequately and can contribute in a variety of situations

Attitudes & Appreciations
To know that the ability to perceive the environment affects one's attitudes toward work

Educational Awareness
To know that school is a job which requires certain basic skills for success

Career Awareness
To realize that hobbies and interests may lead to a vocation

Social Awareness
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

ACTIVITIES:

Have each student select a topic that interests him/her about ancient Egyptian life.

Have the students research for more information in the library.

Have each draw, write, or make a description of his/her search of Egyptian life.

Have each student put his/her picture or model on display after explaining it to the class.

Read the written reports to the class.

The class decides on a composite picture of Egyptian life and careers.

RESOURCES:

books and magazines in the school library

FOLLOW-UP ACTIVITIES:

All students discuss each student's work. The same procedure can be used for any country or time period.

GRADE OR IGE UNIT: 10th

SUBJECT: World Geography

EDUCATIONAL CONCEPT: Similarities in the world's topography.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that every individual can learn to perform adequately and can contribute in a variety of situations

Attitudes & Appreciations
To know that the ability to perceive the environment affects one's attitudes toward work

Decision Making
To be able to cope with the consequences of personal decisions

Educational Awareness
To acquire the basic skills and habits found in the working world

Career Awareness
To realize that geographical locations determines the kinds of work found therein

Social Awareness
To appreciate the fact that customs, traditions and attitudes of society affect the world of work

Economic Awareness
To apply knowledge of economic responsibilities to career decisions

ACTIVITIES:

Have each child make a scrapbook of the topography of certain areas in the United States (or South Carolina).

Have each child on the opposite page to their U. S. or S. C. picture, place a picture of similar topography from another part of the world.

Each scrapbook is to be placed on display and used as a source reference in class studies of world topography.

Have the students discuss the jobs related to map making.

RESOURCES:

magazines, newspapers, etc., and calendars

FOLLOW-UP ACTIVITIES:

For later use in the classroom or in the library.

GRADE OR IGE UNIT: 10th

SUBJECT: World Geography

EDUCATIONAL CONCEPT: A study of the interdependency of nations.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To understand that career development requires sequential series of choices

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs
To acquire the basic skills found in the working world

Career Awareness
To compare and contrast local jobs to national and international jobs

Social Awareness
To realize that society is dependent upon the work of many people

Economic Awareness
To be alert that technological progress changes, eliminates, and creates work

ACTIVITIES:

The students, who are using world political-physical maps, are asked to locate the different places in the world from which we purchase products that (a) go on our tables as food; (b) are used in making automobiles; (c) are used in making aluminum.

They are to show how each is transported into the United States.

Have students list the different jobs that are related to the products (raw materials) and the finished product as well as the transportation jobs.

RESOURCES:

library materials, government economic reports

FOLLOW-UP ACTIVITIES:

Displays and a comparisons chart.

GRADE OR IGE UNIT: 10th

SUBJECT: World Geography

EDUCATIONAL CONCEPT: A study of different projections used in looking at our world on maps.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become better able to achieve an innate personal satisfaction in work

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making

To understand that career development requires sequential series of choices

Educational Awareness

To understand that specialization skills lead to interdependency of jobs

ACTIVITIES:

Divide the class into groups.

Have each group study the different map projections from global to flat projections.

Have each group decide which type they would like to make and the materials they would like to use.

Each group makes a map.

Have one person from each group explain to the class how they made their map and the materials used.

Have the class discuss the people who are involved in map making.

RESOURCES:

maps and atlas

FOLLOW-UP ACTIVITIES:

Map displays in the media center.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: A study of the development patterns of a town (or area).

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that the need for security causes many workers to keep the jobs they have
To help match an individual abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations
To understand the need to make a meaningful career choice

Decision Making
To recognize that all decisions made have a cause and effect

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
To realize that because of labor market demands some people must take jobs that are available rather than being able to choose their vocations

Social Awareness
To realize that an individual's work affects his standard of living

Economic Awareness
To understand the system of exchange of goods and service

ACTIVITIES:

Ask the students to draw a map of the local community. On the map they are to indicate the growth patterns in population, family housing and industrial growth over the past ten to fifteen years.

Have them make a chart showing population increase.

Have them make a graph showing various types of family dwellings available.

Have them make a graph indicating the major types of industries that have been constructed or developed.

Have each write a report (or in groups) indicating the types of jobs made available through these jobs and the type of educational training necessary for each.

RESOURCES:

Chamber of Commerce, City Hall, Trade Unions, Professional Associations

FOLLOW-UP ACTIVITIES:

Library reference and class reference. P.T.A.'s

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Learning about people with liberty.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations

Attitudes & Appreciations
To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making
To be able to cope with the consequences of personal decisions

Educational Awareness
To learn that human relations skills are as necessary as computational skill

Career Awareness
To know that much of one's total life routine is organized around the work one does

Social Awareness
To understand the need for cooperation in the completion of tasks

Economic Awareness
To understand the system of exchange of goods and services

ACTIVITIES:

Have each student write his/her own story of how life would be if he/she had to live completely alone. These stories are discussed in class. Have each student add one person (or more) to his/her story and depict how his/her life would be changed by having another person with him/her. The class compiles a list of changes.

RESOURCES:

His own life and his observations about life.

FOLLOW-UP ACTIVITIES:

Class discussion about people, their jobs, as related to liberty and freedom.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Learning to fill in a simple Federal (State) Tax Form.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his own actions

Attitudes & Appreciations
To realize that work means different things to different individuals

Decision Making
To be able to cope with the consequence of personal decisions

Educational Awareness
To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
To relate home and school jobs to community function

Social Awareness
To understand the need for cooperation in the completion of tasks

Economic Awareness
To develop the concept of financial management

ACTIVITIES:

Give each student a tax booklet (guide) and a tax form, one for a rough draft and one to complete in its final form. The teacher goes through the procedure with the class explaining the Federal - State tax form. Have each student then select the size of his/her family and his/her income. He/she continues to work with his/her version of his/her income taxes as a head-of-household person. Each student may also figure from the standpoint of a single person.

RESOURCES:

Secure tax materials from the Government (Federal and State). The teacher.

FOLLOW-UP ACTIVITIES:

Discussion - the current tax system and the people who have jobs performing this task.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Learning on what basis one selects a candidate.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations

Decision Making
To recognize that all decisions made have a cause and an effect

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
To know that work organizations are human organizations

Social Awareness
To understand that all jobs are dependent upon other jobs

ACTIVITIES:

Arrange for the students to read about and listen to political candidates during an election campaign. Have each student keep a notebook of the issues of each candidate.

The students can role play the candidates, using their issues in debate or discussions and public speeches to the "public." Non-roleplaying students can make posters to display during the campaign.

The students vote for the most convincing candidate who thereby is elected to the office.

RESOURCES:

local materials; national materials; news media

FOLLOW-UP ACTIVITIES:

Discussion; what person makes the best candidate? What qualities are needed? Can a person be job trained for this position?

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Bank Accounts and Check Writing; Learning to have a bank account.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his/her own actions
Decision Making
To apply the decision making process to home and social problems
Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs
Career Awareness
To know the jobs necessary to maintain the community
Social Awareness
To understand that all jobs are dependent upon other jobs
Economic Awareness
To develop the concept of financial management

ACTIVITIES:

Obtain blank checks with stubs from a local banking firm. Also, obtain a statement sample. Show the students how to keep a check stub and how to write a check.

Have the student make a list of his/her spending needs for a given period of time. Give the student a specific amount of money and a time period over which the money can be spent. Have the student spend his/her money according to his/her needs and desires by writing checks and keeping his/her check stub balance. Have the student make a bank check statement using their checks.

Have each relate his/her spending habits to his/her spending needs to determine if he/she is overspending and if he/she is properly spending.

RESOURCES:

banking items from a local bank

FOLLOW-UP ACTIVITIES:

Each student can develop a realistic budget by evaluating his needs. The class can discuss (a) the number of items one must spend money to obtain; (b) what jobs are related to these items; (c) what jobs are with or related to the bank.

GRADE OR IGE UNIT: 12th (or 9th grade Civics)

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: Learning how a bill proceeds through Congress.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To feel the dignity of self as an individual on an individual basis as well as in a group

Attitudes & Appreciations
- To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making
- To recognize that all decisions made have a cause and effect
- To be competent in the verbal and written analysis of alternatives

Educational Awareness
- To learn that human relation skills are as necessary as computational skills

Career Awareness
- To relate the jobs of school and home to community functions

Social Awareness
- To understand the need for cooperation in the completion of tasks

Economic Awareness
- To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange

ACTIVITIES:

Have the student study the procedure that is used in the U. S. Congress. Have the students organize their own Congress including committees and sub-committees.

Divide the students into groups to write representative type bills that would be of the kind that could be introduced into the House and into the Senate. Each bill must deal with a different subject or category. The students in their writing use sample bills to help, but the bills are not actually couched in legal language. With the completion of the writing of the bills, the Congress is ready to convene and the bill begins its route through the Congress to its own special destiny.

A bill's route - introduction; referred to committee, printed, numbered; committee action (public hearing, amend or rewrite, prepare a report); bill placed on House calendar; Rules Committee acts on the bill; bill brought to the floor, discussed, voted on second and third reading; bill signed by Speaker and sent to other House for similar action; goes to the President.

RESOURCES:

texts, sample bills, Congressional Record. A manual on parliamentary procedure.

FOLLOW-UP ACTIVITIES:

Usually the completed work displaces any necessary follow-up, but on occasion, the idea may be passed on to higher authorities and eventually utilized. Student discussion of the procedures.

GRADE OR IGE UNIT: 12

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: To learn about courthouse activities.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To know that every individual can learn to perform adequately and can contribute in a variety of situations
- To become able to achieve an innate personal satisfaction in work

Attitudes & Appreciations
- To understand the importance of each individual in the function of the home/family unit as well as the school or social setting
- To learn to analyze working roles according to advantages and disadvantages

Decision Making
- To recognize that all decisions made have a cause and effect

Educational Awareness
- To learn that human relations skill are as necessary as computational skills

Career Awareness
- To know that much of one's total life routine is organized around the work one does

Social Awareness
- To realize that society is dependent upon the work of many people

Economic Awareness
- To understand that some workers produce goods while others produce services

ACTIVITIES:

Arrange with Courthouse personnel to bring the students to tour and to witness a trial. Arrange for transportation, transportation costs, and permission slips. The students select the lunch site and the type of lunch they prefer.

Have the students study courtroom procedure, personnel, terminology and a map of the physical layout of the room. The student is alerted as to the specifics he should look for.

The students who are unregistered and 18 may be registered while touring the Courthouse. All students watch this procedure by the members in the Registrar's Office.

The students are shown into the courtroom by the Bailiff and are welcomed by the Judge. The action begins.

The class discusses the overall experience and evaluates their trip.

RESOURCES:

The Courthouse and system.

FOLLOW-UP ACTIVITIES:

Mock trial; a discussion of the careers involved in Courthouse work.

GRADE OR IGE UNIT: 12th

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: A mock trial (usually criminal).

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand that everyone is responsible for his/her own actions
- To learn that the individual must be adaptable in a changing society

Attitudes & Appreciations
- To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making
- To possess self-knowledge when making realistic life choices

Educational Awareness
- To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
- To relate home and school jobs to community functions

Social Awareness
- To understand the need for cooperation of tasks

Economic Awareness
- To recognize the financial and legal tools that govern and protect the worker

ACTIVITIES:

Divide the class into the positions and groups necessary for a physical trial. Prepare proper attire for those involved in various positions of authority and activity. Set the circumstances of the law violation (crime). (Limitations must be included.) The "prosecution" and "defense" create within these guidelines their courtroom strategy. Physical evidence of the crime is created by the students. Witnesses are procured. Testimony is taken into account and coordinated with the physical evidence. The prosecution and defense have limited access to the other. Arrange the classroom's physical setting. When ready, the trial begins. Trial procedure, witnesses, testimony, evidence submitted, the Judge's change to the jury and the jury reaches a verdict. The verdict is announced. Judge may sentence if found guilty.

RESOURCES:

reading related literature; observe a trial at the Courthouse

FOLLOW-UP ACTIVITIES:

Discussion; the media vs. the real courtroom procedures; would you like to be an attorney, Judge?

GRADE OR IGE UNIT: 12th

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: Writing a Constitution: an appreciation of the U. S. Constitution in development, form and structure.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To feel the dignity of self on an individual basis as well as in groups
Attitudes & Appreciations
To recognize the vital importance of a cooperative spirit
Decision Making
To know and practice the components of the decision making process: 1-6
To possess self-knowledge when making realistic life choices
Educational Awareness
To learn that human relations skills are as necessary as computational skills
Career Awareness
To know that work organizations are human organizations
Social Awareness
To relate the similarity between the order and structure of a school environment to society at large
Economic Awareness
To recognize the financial and legal tools that govern and protect the worker
To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange

ACTIVITIES:

Have the students read the U. S. Constitution (and any other constitution, body of laws, etc.) believed useful in your study. Have the students gather information about our heritage from England, Colonial background that contributes to the actions and ideas that became a part of the U. S. Constitution. Have the class decide upon the type of government they (as a people) prefer. The students, as groups or as a whole, write their own Constitution in accordance with their structural preferences. The finished Constitution, in whole or in part, must be voted upon by the whole class.

RESOURCES:

U. S. Constitution and related literature such as the Federalist Papers.

FOLLOW-UP ACTIVITIES:

Activate the Constitution to determine its operational qualities. Discuss the quality and experience of the men necessar to have formulated such a document.

GRADE OR IGE UNIT: 12th

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: A simulation of decision making by public officials: The President.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
    To understand that everyone is responsible for his own actions
Attitudes & Appreciations
    To recognize the vital importance of a cooperative spirit
Decision Making
    To be able to cope with the consequence of personal decisions
    To recognize that all decisions made have a cause and an effect
    To know and practice the components of the decision making process: 1-6
Educational Awareness
    To understand that specialized skills lead to interdependency of jobs
Career Awareness
    To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige
Social Awareness
    To understand the need for cooperation in the completion of tasks
    To understand that all jobs are dependent upon other jobs
Economic Awareness
    To comprehend the tools of business

ACTIVITIES:

Students study the authority and responsibilities of the President (executive branch), the Department Heads (Cabinet), and the National Security Council, and assigned one of these positions. Particular national and international problems are assigned for the students to determine from his/her assigned vantage point (Ex. as a U. S. Sec. of State) the U. S.'s relationship to this problem. The student tries to work out a possible solution to the problem.

The President calls a cabinet or security meeting to receive advice and possible solutions. The students discuss and talk over the possibilities (before the other class members who listen only). The President evaluates this information and makes a decision.

The class witnessed each procedural step and the rationale behind each decision made.

The class advances their evaluation of those who participated in this role playing situation.

RESOURCES:

texts and related literature; time-period cabinet studies; pictures of current cabinet persons; positions taken publically by cabinet persons and other high officials.

FOLLOW-UP ACTIVITIES:

The entire class discusses the job of the department heads; the pro and con of the President's decision and his value judgements based on his restrictions and limitations of choices.

GRADE OR IGE UNIT: 12th

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: A mock election of Presidential and Vice Presidential Candidates

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To learn that the individual must be adaptable in a changing society
Attitudes & Appreciations
To develop healthy work habits
Decision Making
To recognize that all decisions made have a cause and an effect
To recognize and accept others' decisions
Educational Awareness
To learn that human relations skills are as necessary as computational skills
Career Awareness
To recognize that an individual may be suited for numerous different occupations
Social Awareness
To understand the need for cooperation in the completion of tasks
Economic Awareness
To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange

ACTIVITIES:

Two committees are chosen to select a name for their political party, to write a platform, and to determine the major issues of this campaign. The class nominates four candidates as the Presidential and Vice-Presidential candidates from the two parties.

The students choose sides and work for their candidates, making placards, campaigning, writing slogans and, in general, being original in helping their candidates toward victory.

The candidates make speeches before their classmates [illegible] attempt to convert them to their viewpoint. After the campaign has run its cour[illegible] the students vote. The victor is announced.

Victory celebration.

RESOURCES:

The students and their knowledge of campaigns; related literature.

FOLLOW-UP ACTIVITIES:

Discussion of why one candidate is more favorably received than another (regardless of qualifications for office). What must be contributed by people to put together a political party, a convention, a campaign and a successful election.

GRADE OR IGE UNIT: 12th

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: How a Political Party's National Convention works with special attention to Party philosophy, platform, and convention environment.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and processes needed in the world of work

Attitudes & Appreciations
To recognize the vital importance of a cooperative spirit

Decision Making
To know that career decisions must correlate with one's goals in life
To possess self-knowledge when making realistic life choices

Educational Awareness
To learn that human relations skills are as necessary as computational skills

Career Awareness
To know that much of one's total life routine is organized around the work one does

Social Awareness
To understand the need for cooperation in the completion of tasks
To relate the similarity between the order and structure of a school environment to society at large
To realize that society is dependent upon the work of many people

Economic Awareness
To realize that society is dependent upon the work of many people
To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange

ACTIVITIES:

Have the students study the procedure involved in a national convention including site and delegate selection, watch filmstrips on the process and listen to taped conversations. Have the students organize and structure their political party and political convention in accordance with what they have learned and the depth of their intentions and interests. Have the class select its convention committees, delegates and convention leadership (keynote speaker, chairman, etc.). Have the committees work separately until ready. Have the convention convene. The convention proceeds according to their organizational and structural plans. The students utilize music, placards, entertainment, and other interesting convention type activities. The convention does its work (platform adoption, candidates nominated) and adjourns.

RESOURCES:

books, texts, filmstrips, convention materials on convention and political party subjects

FOLLOW-UP ACTIVITIES:

An evaluative discussion (of the activity) of the convention method of candidate and platform selection. Suggest students work in a campaign for a political party.

GRADE OR IGE UNIT: 12th

SUBJECT: Comparative Government

EDUCATIONAL CONCEPT: A simulation of election day poll activities by conducting the mechanics of student body elections.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations

To learn that the individual must be adaptable in a changing society

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making

To be able to cope with the consequences of personal decisions

To recognize that all decisions made have a cause and an effect

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness

To know that work organizations are human organizations

Social Awareness

To understand the need for cooperation in the completion of tasks

To realize that society is dependent upon the work of many people

ACTIVITIES:

The County's voting machines are reserved through the County Board of Elections. Have the students gather and study election laws, manuals on poll procedures, and voting machine operation.

Have the students register each student in the student body and issue him/her a registration certificate (similar to real one) which he/she must present at the poll on student election day. These are checked when the student votes and his/her name checked on the poll's list of names. (The same procedure is used in the run-off voting which does normally occur the next day.)

The physical polling place is set up by the students under teacher direction. Have the students use the mini-demonstrator unit to explain voting techniques to the students who are unfamiliar with the procedure. These students are usually the freshmen, transfers and non-voters from preceeding years. Have the students usher the voting students through the mechanics of voting and offer whatever help that is legal in a real situation.

Procedural problems, such as lost certificates, etc., are dealt with as closely to the real-life situation as possible by the students with the teacher's guidance.

RESOURCES:

County Registrar's Office (Board of Elections); Constitution; State manuals for elections and voting machine operation; State Constitution.

FOLLOW-UP ACTIVITIES:

Discussion of procedures, the excitement of public service, and how to improve the procedures. In general, the reaction of the students who feel they have learned how to contribute a community service, the meaningful experience, and possible future community and public service.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Studying individual student concepts.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know the jobs necessary to maintain the community
To realize that because of labor market demand, some people must take jobs that are available, rather than being able to choose their vocation
Career Awareness
To understand the relationship between attitudes and values and different careers
Social Awareness
To appreciate the fact that customs, traditions and attitudes of society affect the world of work
Economic Awareness
To recognize that all decisions made have a cause and an effect

ACTIVITIES:

Give each student a numbered ink blot to interpret, or have students make their own. Swap ink blots to different students for further interpretations. Have each student give his/her version of the ink blot to the class. One student is asked to keep a listing of the different interpretations of each numbered ink blot.

The teacher may give a "more official" interpretation of the ink blots. Have each student analyze his/her versions of the ink blots with the "more" official interpretation.

RESOURCES:

booklets from book stores provided for this purpose with interpretations of the ink blots

FOLLOW-UP ACTIVITIES:

Interpretative discussion.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: A study of individual student concepts.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To be aware of individual capabilities and limitations
- To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes & Appreciations
- To know that the ability to perceive the environment affects one's attitude toward work

Educational Awareness
- To understand that knowledge or skills which are transferable will facilitate retraining

Career Awareness
- To recognize that an individual may be suited for numerous different occupations

Social Awareness
- To be able to accept criticism and direction to assume responsibility

Economic Awareness
- To be able to cope with the consequence of personal decisions
- To recognize and accept others' decisions

ACTIVITIES:

Have each student obtain a sheet with a combination of squares, circles, half or partially completed/finished geometrics designs. Have each student add to or leave as is, or complete these designs. Each is free to do as he/she desires. Each is checked by the teacher before any is analyzed before the class.

Have the student sheets placed before the class. Each picture is explained as to meaning by the teacher who has the generalized key. Have the class discuss these sheets from the standpoint of which shows artistic ability, imagination, etc., and what jobs would these people be best qualified to fill.

RESOURCES:

Booklets prepared for this purpose may be purchased in book stores. Directions and characterizations are included.

FOLLOW-UP ACTIVITIES:

Interpretative discussions.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Studying personality traits.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes & Appreciations
To realize that work means different things to different individuals

Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at certain goals

Career Awareness
To know that much of one's total life routine is organized around the work he does

Social Awareness
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

Economic Awareness
To show that career decisions must correlate with one's goals in life

ACTIVITIES:

Have each student select a figure from history, literature, or a current public figure. The student studies as much as is available to him/her of the person's individual personal traits and character. Have the student determine the type of personality displayed by her/his figure. Have each report his/her analysis to the class.

Have a class discussion on the findings of each student, comparing similar traits in their figure. Were these personality traits helpful and in what ways to the person in their accomplishments?

RESOURCES:

literature, history, public figures

FOLLOW-UP ACTIVITIES:

Discussions of what personality traits seem necessary or are exhibited in some jobs.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: What situations coupled with psychological factors cause people to behave in certain ways.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his/her own actions

Attitudes & Appreciations
To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making
To know that most people spend their lives serving or in the service of others

Educational Awareness
To learn that human relation skills are as necessary as computational skills

Career Awareness
To understand the relationship between attitudes and values and different careers

Social Awareness
To understand the approach needed to resolve personal conflict between one's individual and group goals
To relate the similarity between the order and structure of a school enviornment to society at large
To be able to cope with the consequences of personal decisions
To be knowledgeable about the flexibility of career decisions

ACTIVITIES:

As a class the students suggest various current situations to be studied as a class or in groups. As an example, the students could discuss and determine what psychological factors produced these results in the 1960's and 1970's: (a) international terrorist groups; (b) those who threaten persons in leadership positions; (c) those who hold hostages in the commission of a crime or riot. Have one student act as secretary in keeping these listings. The lists would be compiled, each student obtaining a copy. Discuss the lists as to what should be deleted or retained.

Discuss what types of jobs could these people conform in to make them contributing members of society.

RESOURCES:

magazines, news media, psychology and scientific (professional) journals

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: To determine psychologically how illness affects a person.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To feel the dignity of self on an individual basis as well as in groups
- To know that every individual can learn to perform adequately and can contribute in a variety of situations

Attitudes & Appreciations
- To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making
- To apply knowledge of economic responsibilities to career decisions

Educational Awareness
- To understand that specialization skills lead to interdependency of jobs

Career Awareness
- To relate home and school jobs to community functions
- To know that work organizations are human organizations

Social Awareness
- To understand the need of cooperation in the completion of tasks

Economic Awareness
- To recognize that all decisions made have a cause and an effect

ACTIVITIES:

Students volunteer to work with the aged, a shut-in, at a hospital, clinic, private home, etc. The evaluative criteria is determined by the student involved and the teacher. Have the student observe the person for a predetermined length of time. Have the student write a report (or present orally) to the class his/her observations. Have the class evaluate and discuss his/her observations. Have the conclusions of the class evaluation and discussion written in report form.

All reports from all student activities of observation are consolidated and compared for generalized conclusions and similarity recognition.

Discuss with the class what jobs an ill person could hold and would ill persons feel less ill if they could work?

RESOURCES:

hospitals, clinics, a sick individual, a shut-in, current literature available on this subject, professional journals

FOLLOW-UP ACTIVITIES:

Report to the class for discussions, questions and evaluations.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Who is Which: What is my personality?

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To develop a realistic self-perception of individual abilities as they relate to career choices
- To help match an individual's abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations
- To recognize the vital importance of a cooperative spirit

Educational Awareness
- To recognize that there are many training channels directed toward every job entry

Career Awareness
- To recognize that an individual may be suited for numerous different occupations

Social Awareness
- To be able to accept criticism and direction to assume responsibility

Economic Awareness
- To be able to cope with the consequences of personal decisions
- To recognize and accept other's decisions

ACTIVITIES:

Students gather in groups to determine the actions an individual should take if he/she is characterized as an introvert; extrovert; ambivert. The persons who are to role play these positions are selected; the students decide upon and write the script for the role playing students. The student before the class acts out his/her part for the students to guess who is being characterized. Each student then writes a fellow student's name on a paper and describes that person's personality. The class tries to guess who fits the description. The person who has been guessed agrees or disagrees with his/her personality description.

Have the class determine what jobs are best suited to the three categories.

RESOURCES:

text

FOLLOW-UP ACTIVITIES:

None - contained in the activity.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Studying the psychology of a child (children).

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand that everyone is responsible for his/her own actions
- To be aware of individual capabilities and limitations

Attitudes & Appreciations
- To understand the importance of each individual in the function of the home/family unit as well as the school or social setting

Decision Making
- To learn to re-evaluate a prior decision when new information is available

Educational Awareness
- To learn that human relations skills are as necessary as computational skills

Social Awareness
- To relate the similarity between the order and structure of a school environment to society at large

ACTIVITIES:

Arrange for the students to become aids for limited time period to an elementary teacher, play school, or some other place where small children are grouped together. Have each student decide what traits he/she will study in a specific child or a group of children. The student will each day keep a record of his/her observations with comments. At the end of the time period, the student determines his/her conclusions.

Each student will make his/her report to the class. The class will ask questions of the observer and discuss his/her report. The class determines what type of person is best suited to dealing with children in various jobs.

RESOURCES:

The resource is any background reading from professional journals and texts; the real resource is from within the community at large.

FOLLOW-UP ACTIVITIES:

Observation reports and discussions.

GRADE OR IGE UNIT: 11th & 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Maze Psychology

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand that everyone is responsible for his/her own actions
- To be aware of individual capabilities and limitations

Decision Making
- To be able to cope with the consequences of personal decisions

Educational Awareness
- To recognize that there are many training channels directed toward job entry

Social Awareness
- To understand the need for cooperation in the completion of tasks

ACTIVITIES:

Have several students design and build a maze from some heavy type material, with or without movable (changeable) dividers. Each student is blindfolded and takes his/her turn running with his/her index finger through the maze. After each has his/her turn, the class discusses their experiences.

Have the class discuss what kind of job would be suited to a person adept at finding his/her way through the maze.

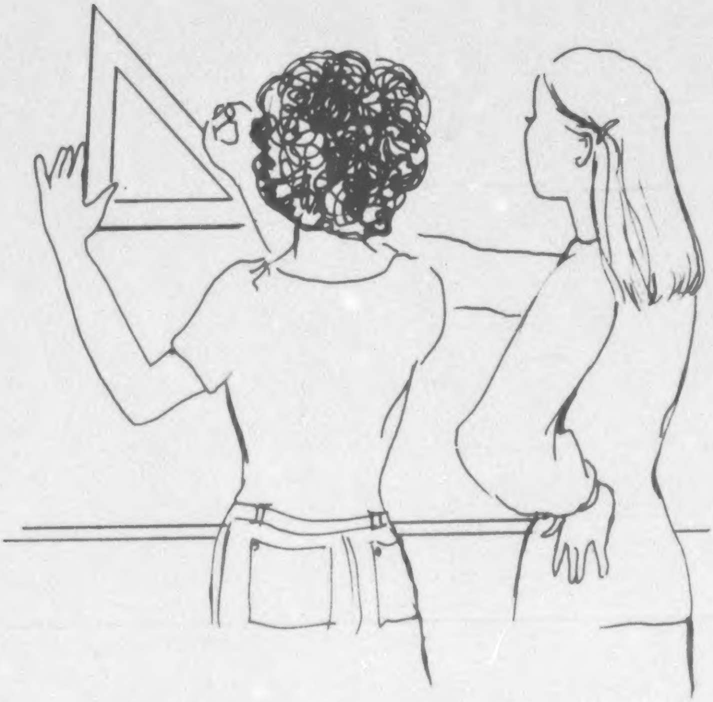
RESOURCES:

Students and the concept (theory) of the maze.

FOLLOW-UP ACTIVITIES:

Discuss the difficulty of the maze and related psychology.

GRADES 9-12
MATH, GEOMETRY, ALGEBRA



GRADE OR IGE UNIT: 10 or 11

SUBJECT: Geometry

EDUCATIONAL CONCEPT: Planning the construction of a bookcase

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To understand the need for cooperation in the completion of tasks.

(Continued on Reverse Page)

ACTIVITIES:

1. Learn key words - construction, scale drawing, measures, length (actual), length (actual), length (scale), board feet, cost of materials
2. Have a carpenter or cabinet maker talk with class.
3. Learn how to figure needs in bookcase.
4. Learn to figure materials needed.
5. Learn to measure accurately.
6. Make a scale drawing of bookcase.

RESOURCES: A carpenter, a cabinet maker, a person from a lumber company, filmstrip (Scale Drawing); transparency (Scale Measurement)

FOLLOW-UP ACTIVITIES:

Plan other constructions

Elements and Element Objectives Continued:

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

GRADE OR IGE UNIT: 10 or 11

SUBJECT: Geometry

EDUCATIONAL CONCEPT: Scale Drawing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Discuss the sizes different rooms should be.
2. Draw a house plan (use scale 1" = 4')
3. Learn key words: measurement, units of measure, linear units, square units, scale measure, actual measure, ratio, proportion
4. Talk about the needs of the family the house is for.

RESOURCES: Books: "Foundations of Mathematics"; "Modern General Mathematics"; "Mathematics in Daily Use"; a local contractor; house plan magazines; architect

FOLLOW-UP ACTIVITIES:

Draw plans for several types and size houses; evaluate your house plans after hearing a contractor talk.

GRADE OR IGE UNIT: 9

SUBJECT: Algebra 1

EDUCATIONAL CONCEPT: Distance = Rate x Time

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

1. Learn key words: distance, rate, time, formula, equation, substitution, root
2. Study road maps.
3. Talk about various methods of travel.
4. Work problems.

RESOURCES Maps, "Applied Business Mathematics"

FOLLOW-UP ACTIVITIES:

Work more problems, plan trips as to distance, rate of travel and time required.

GRADE OR IGE UNIT: 9

SUBJECT: Algebra I

EDUCATIONAL CONCEPT: Translating into Algebraic

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Learn key words: phrase, sentence, mathematical phrase, open sentence, open phrase, variable, statement, equation, inequality, formula.
2. Work problems.

RESOURCES:

Filmstrip ("Word Problems and Equations"), Math Masters ("Equations", "Inequalities", "Sentences", "Using Formulas")

FOLLOW-UP ACTIVITIES:

Set up more translations and work.

GRADE OR IGE UNIT: 9

SUBJECT: Algebra I

EDUCATIONAL CONCEPT: Number line

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Learn key words: number lines, positive numbers, negative numbers, origin, positive direction, negative direction
2. Use a football field as an example.
3. Have a thermometer to use as an example.
4. Discuss things that would be to the right of the origin and things that would be to the left of zero.

RESOURCES: Football field, thermometer, a large portable number line

FOLLOW-UP ACTIVITIES:

Work problems using a number line.

GRADE OR IGE UNIT: 9, 10, 11

SUBJECT: Basic Math I or II

EDUCATIONAL CONCEPT: Income Tax

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

ACTIVITIES:

1. Learn key words: income tax, gross income, net income, taxable income, W-4 form, exemptions, withholding taxes, tax deduction, tax schedule, form 1040-A
2. Discuss:
   a) Purpose of income tax
   b) Who pays income tax
   c) Does everyone pay same amount
   d) Some of things that determine amount to pay
3. Have IRS representative talk with class.
4. Fill out sample tax forms.
5. Complete sample W-4 forms.

RESOURCES: Accountant, representative from IRS, representative from state tax office, "Applied Business Mathematics", "General Mathematics, Book I," -kits from IRS

FOLLOW-UP ACTIVITIES:

Interview an adult who pays income tax to see if you have learned the basic facts; work problems.

GRADE OR IGE UNIT: 9

SUBJECT: Algebra I

EDUCATIONAL CONCEPT: Ratio and Proportion

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Have a speaker from a photo shop or a print shop tell how they use ratio and proportion.
2. Tour the businesses in #1 and also visit the newspaper office to see ratio and proportion being put into use.

RESOURCES: Newspaper office; photographer; printer - These places use ratio and proportion in printing pictures a different size from the negative.

FOLLOW-UP ACTIVITIES:

Work problems in ratio and proportion.

GRADE OR IGE UNIT: 9, 10, 11

SUBJECT: Basic Math I or II

EDUCATIONAL CONCEPT: Property tax

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Educational Awareness

To understand that knowledge or skills which are transferrable will facilitate retraining.

To acquire the basic skills and habits found in the working world.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

ACTIVITIES:

1. Learn key words: property tax, assessed valuation, mills
2. Read reference books about property taxes.
3. Learn how property taxes are computed.
4. Write tax assessor for materials relating to property taxes.
5. Have tax assessor to talk with class about property taxes, how figured, who pays, etc.

RESOURCES: County tax assessor, county treasurer, "Applied Business Mathematics", "Business and Consumer Mathematics"

FOLLOW-UP ACTIVITIES:

Work problems figuring the amount of the property tax.

GRADE OR IGE UNIT: 9, 10, 11

SUBJECT: Basic Math I or II

EDUCATIONAL CONCEPT: Figuring water bills

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Learn key words: utility, water bill, water meter, cubic feet
2. Get rates from local water company.
3. Have representative from local water company talk to class.
4. Learn to read water meters.
5. Draw meters for class mates to read.

RESOURCES: Materials obtained from a local water company, representative from water company, "Applied Business Mathematics"

FOLLOW-UP ACTIVITIES:

Read 10 water meters one day and the same ones one week later, figure bills. Find out amount of water wasted by a dripping faucet in one month.

GRADE OR IGE UNIT: 9, 10, 11

SUBJECT: Basic Math I or II

EDUCATIONAL CONCEPT: Figuring Gas Bills

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Learn key words: utility, gas meter, cubic foot
2. Get rates from local gas company.
3. Have representative from local gas company talk with class.
4. Check gas meters in neighborhood.
5. Draw meters and have students read them.

RESOURCES: Representative from gas company, materials obtained from a local gas company office, "Applied Business Mathematics"

FOLLOW-UP ACTIVITIES:

Work problems figuring bills.

GRADE OR IGE UNIT: 9, 10, 11

SUBJECT: Basic Math I or II

EDUCATIONAL CONCEPT: Checking Electric Bills

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To understand that some people produce goods while others produce services.

ACTIVITIES:

1. Learn key words: utility, kilowatt hours, electric meter, watt
2. Have electric company representative talk with class - get rates.
3. Read meters, figure kilowatts used and figure what bill should be.
4. As a project, read 10 different meters one day and read same ones 1 week later - figure bill.

RESOURCES: Material obtained from local electric company, "Applied Business Mathematics", representative for electric company

FOLLOW-UP ACTIVITIES:

Check the wattage of light bulbs in home and figure what they would cost if they burn so many hours a month - check meter at home weekly to get readings.

GRADE OR IGE UNIT: 9

SUBJECT: Basic Math I

EDUCATIONAL CONCEPT: Computing a telephone bill

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To identify within the home unit; what is available, needed, wanted, luxury.

ACTIVITIES:

1. Learn key words: utility, phone bill, phone service, limited phone service, unlimited phone service, party-line, toll charges, collect calls, private line, listed or unlisted numbers.
2. Have representative from phone company talk with class - find out about the different rates, the different time periods, advantages and disadvantages of unlisted numbers.
3. Get a schedule of rates if not in phone book.
4. Work some phone bills.
5. Figure phone tax.

RESOURCES: Local telephone directory, materials obtained through local telephone company office, representative from phone company, "Applied Business Mathematics"

FOLLOW-UP ACTIVITIES:

Work more problems about phone bills.

GRADE OR IGE UNIT: 10, 11

SUBJECT: General Math II

EDUCATIONAL CONCEPT: A checking account

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To know that society provides rewards for work.

Economic Awareness

To comprehend the United States monetary system.

ACTIVITIES:

1. Learn key words: deposit slip, check stub.
2. Take a trip to a bank.
3. Work examples.
4. Have students to discuss advantages and disadvantages of a checking account.

RESOURCES: Local bank, a banker, "Applied Business Mathematics", "Consumer Mathematics", Film ("Fred Meets a Bank"), Film ("Paying by Check"), Cassette ("Invest Money/Select A Bank")

FOLLOW-UP ACTIVITIES:

Have a banker talk with class - work more problems.

GRADE OR IGE UNIT: 10 or 11

SUBJECT: General Math II

EDUCATIONAL CONCEPT: Counting calories

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is reponsible for his/her own actions.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To recognize that all decisions made have a cause and an effect.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Learn key words: calorie, cup, pint, teaspoon, tablespoon
2. Discuss the calorie needs of different kinds of people.
3. Compare the number of calories eaten with other members of class.
4. Find out from dietician or nurse the number of calories needed in order to gain, lose, or maintain weight.
5. Discuss healthy ways of dieting by counting calories.

RESOURCES: Calorie counter booklet, "Basic Modern Mathematics, Second Course", "Mathematics In Daily Use", a dietician

FOLLOW-UP ACTIVITIES:

Check calories in the school lunch for one week. Keep a record of the number of calories eaten in one week.

GRADE OR IGE UNIT: 9, 10, 11, 12

SUBJECT: General Math I or General Math II

EDUCATIONAL CONCEPT: Per Cent in Interest (Simple)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Economic Awareness

To comprehend the tools of business.

ACTIVITIES:

1. Learn key words: simple interest, principal, rate, percent, savings, loans
2. Work problems using the simple interest formula I = PRT.
3. Have a banker talk with the class.
4. Discuss places where simple interest is used.

RESOURCES: "Applied Business Mathematics" (Book), "Interest - Borrowing and Investing" (filmstrip), "Invest Money/Select A Bank", (Cassette), Banker, Credit Union Representative

FOLLOW-UP ACTIVITIES:

Work more problems about simple interest.

GRADE OR IGE UNIT: 9, 10, 11, 12

SUBJECT: General Math I or II

EDUCATIONAL CONCEPT: Per Cent Used in Figuring Sales Tax

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Economic Awareness

To comprehend the tools of business.

ACTIVITIES:

1. Learn key words: per cent, sales tax, selling price, rate of tax
2. Plan 3 meals for a day for a family, use a newspaper to find cost of foods, then figure the sales tax.
3. Go with family to store and as they purchase items, figure the sales tax.
4. Have a merchant come talk to class about how he/she is involved in sales tax.
5. Talk about different states having different rates.

RESOURCES: Newspaper; merchant; "Business and Consumer Mathematics", "Applied Business Mathematics"

FOLLOW-UP ACTIVITIES:

Work problems figuring sales tax; keep records on amount of sales tax family pays for one month.

GRADE OR IGE UNIT: 10, 11

SUBJECT: General Math II

EDUCATIONAL CONCEPT: Occupational Statistics

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be knowledgeable about the flexibility of career decisions.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. Learn key words: employment, statistics, groups, percent, census bureau
2. Find the per cent of people employed in different occupations.
3. Discuss the different occupations.

RESOURCES: "Applied Business Mathematics", Transparency ("Using Percent"), Filmstrip ("Percent"), current almanac, information from U. S. Census Bureau and Labor Statistics Bureau

FOLLOW-UP ACTIVITIES:

Work problems about different occupations; have speakers from occupations of interest to class.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: General Math I

EDUCATIONAL CONCEPT: Finding cost per serving of food

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize and account others decisions.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To understand the process of and relationship between production and distribution of goods and service.

ACTIVITIES:

1. Learn key words: recipe, ingredient, measurement, standard measures, pound, ounce, cup, pint, quart, teaspoon, tablespoon, unit price.
2. Learn to figure the total cost of all the ingredients.
3. Determine the number of servings per recipe.
4. Determine size of each serving.

RESOURCES: Restaurants, cafeterias, "Applied Business Mathematics", cookbook, homemaking magazines

FOLLOW-UP ACTIVITIES:

Visit restaurants and cafeterias to see size of serving - talk to managers to see how they determine.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: General Math I

EDUCATIONAL CONCEPT: Rewriting a recipe for more people

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

1) To relate home and school jobs to community functions.
2) To know the jobs of home members and school personnel.

ACTIVITIES:

1. Learn key words: measurements, standard measures, pound, ounce, pint, quart, cup, tablespoon, teaspoon
2. Look through cookbooks or homemaker's magazines for recipes.
3. Ask relatives and friends for favorite recipes.
4. Review multiplication and division of fractions.
5. Maybe use ratio and proportion to increase amount of each ingredient.
6. Have some films and filmstrips.
7. Have a speaker.
8. Tour a bakery or restaurant.

RESOURCES: Films and filmstrips ("Let's measure - ounces, pounds, tons"; "Measurement in the Food Store"; "Arithmetic in the Food Store"; "Story of Weights and Measures"); Consumer Mathematics; Mathematics in Daily Use; baker; chef; home economist

FOLLOW-UP ACTIVITIES:

Rewrite a number of recipes for a family and also for a group like the size of the class; prepare a class cookbook.

GRADE OR IGE UNIT: 9 or 10

SUBJECT: General Math I

EDUCATIONAL CONCEPT: Rewriting a recipe for fewer people

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To relate home and school jobs to community functions.

To know the jobs of home members and school personnel.

ACTIVITIES:

1. Learn key words: measurements, pound, ounce, pint, quart, cup, teaspoon, tablespoon, standard measures
2. Choose several recipes to use for practice.
3. Discuss with other students how you are doing this.
4. Review fractions (esp. multiplication and division).
5. Show filmstrips and films.

RESOURCES: Understanding Units of Measure (filmstrip); Learning to Measure Series (filmstrip); Story of Weights and Measures (film); Arithmetic in the Food Store (film); Homemaker's magazines; cookbooks; Consumer Mathematics; General Math, Book I

FOLLOW-UP ACTIVITIES:

Have a home economist come in and talk to the students; also a chef from a restaurant would help.

GRADE OR IGE UNIT: 9

SUBJECT: Algebra I

EDUCATIONAL CONCEPT: Formulas and Equations

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

1. Learn key words: formula, equation, substitution, solution, root, check
2. Demonstrate with balances.
3. Work equations using different formulas.

RESOURCES: Some examples of career people using equations or formulas in their work: electrician (Watts = $\frac{\text{volts}^2}{\text{ohms}}$); sheet metal worker ($C = \pi d$) welder ($V = lwh$); rancher-farmer ($P = 2L + 2W$); carpenter ($H = \sqrt{A^2 + B^2}$)

FOLLOW-UP ACTIVITIES:

Visit some of these places and return to class to work equations and formulas for the different careers.

GRADE OR IGE UNIT: 10, 11

SUBJECT: General Mathematics II

EDUCATIONAL CONCEPT: Savings account at bank

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To know that society provides rewards for work.

Economic Awareness

To comprehend the United States monetary system.

ACTIVITIES:

1. Learn key words: savings, passbook
2. Tour bank.
3. See film.

RESOURCES: Banker, tour bank, "Applied Business Mathematics", "Consumer Mathematics", Film ("Fred Meets a Bank"), Film ("Paying by Check"), Cassette ("Invest Money/Select a Bank")

FOLLOW-UP ACTIVITIES:

Have banker talk to class, fill out passbooks.

GRADE 11
DISTRIBUTIVE EDUCATION

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Sales person

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

Social Awareness

To realize that an individual's work affects his/her standard of living (i.e., total life style).

ACTIVITIES:

1. Students develop a good definition of salesmanship through group discussion.
   Example: a. The exchange of a commodity for an agreed price
   b. Helping customers buy

2. Importance of sales person in economy
   a. Distribution (selling) occupies the key position in America's economy along with production and consumption.
   b. Salesmanship raises standard of living by getting goods and service to the consumer and making the consumer aware of the product.

3. Everybody sells. Ask students for examples:
   A. In everyday living
      1. Getting job
      2. Getting a date

   B. In different occupations
      1. Medicine
      2. Education
      3. Religion

RESOURCES: Retailing, Principles and Practices, McGraw-Hill

FOLLOW-UP ACTIVITIES:

Question and answer period about today's subject matter.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Salesmanship

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

ACTIVITIES:

Show film - "The Second Effort", Vince Lombardi

1. Before showing, explain who Lombardi was and how selling relates to many things.
2. Post-film - discussion on what main points the film was trying to make.

RESOURCES: 16 mm. Projector, "The Second Effort" (film on Vince Lombardi)

FOLLOW-UP ACTIVITIES:

Describe on paper a sales person or someone who displays the characteristics brought out in film.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Retail Selling

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

Handouts and discussion on types of customers

I. Why Study the Customer - group discussion on customer differences

   A. Most important person in retailing
   B. Each customer has individual differences

      1. Job; 2. Background; 3. Education; 4. Health; 5. Family;
      6. Financial Status

   Emphasize that customers must be understood in order to sell to them.

II. Customer Groups

   A. Decided: How to recognize - direct, knows what he/she wants.
   B. Undecided: How to recognize - changes mind, usually with someone.
   C. Casual Lookers: How to recognize - moves away when approached. Says he/she is just looking.

III. Use transparencies to show customer types. Encourage student participation before showing and after showing each type of customer.

RESOURCES: Overhead projector, "Retailing, Principles and Practices", Richert, Meyer, Haines, Harris

FOLLOW-UP ACTIVITIES:

Divide class in two groups - let one group describe the ways to identify the decided customer and how to deal with him/her; second group focuses on the undecided customer. Let each group critique the papers of the other group.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Retail Selling

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

Continue discussion on types of customers and have students role play.

Help customers make buying decisions based on:

1. The need
2. The product
3. The price
4. The time
5. The source

Show how to overcome customers resistance to purchase, if customer objects to one of these five areas of concern.

1. Need - stress usefulness and benefits of product.
2. Product - show something more suitable (change quality).
3. Price - reveal hidden values; emphasize quality; know competition.
4. Time - make future appointment. Don't try and rush the close.
5. Source - quote satisfied customers. Tell about company.

RESOURCES: "Retailing - Principles and Practices"

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Why People Buy

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

ACTIVITIES:

Product Information - Psychology as it relates to buying habits.

1. Gaining attention
2. Creating interest
3. Creating desire
4. Causing customer act

Introduction - Explain to class why psychology is important in selling. The answer is that consumer behavior is motivated behavior. A person doesn't just buy a product; he/she buys what will satisfy a need which he/she feels or experiences.

1. Gain Attention - This is primarily the job of good advertising. Techniques are movement, size, color, contrast, or repetition.

2. Create Interest
   Techniques
   a. Associative thinking - product becomes associated with other pleasant experiences the customer has had.
   b. Suggestion - Salesperson must be subtle in his/her approach or customer could be offended.

(Continued on Reverse Page)

RESOURCES: "Psychology, Applied to Life and Work", Hepner; "Psychology in Business", Beach and Clark

FOLLOW-UP ACTIVITIES:

Write a short report on an article from the magazine Consumer Report.

Activities Continued:

c. Participation - Salesperson should encourage customer to try on clothing. Once a person sees himself/herself in a garment, it is much easier to appeal to his/her ego.

3. Create Desire - Motivation is the primary tool for accomplishing both 3 & 4. Certain things such as interest, authority, rewards, or punishment are factors used in the inward motivation of a customer. A salesman must find something that will create the urge in a person to change his/her present condition by purchasing a product.
4. Cause to Act

5. Motives as to why people buy - physical and/or psychological
rational and/or emotional
product and/or patronage

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Salesmanship

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand that the work a man does tells more about her/him that is significant, in this culture, than any other single item of information.

ACTIVITIES:

1. Speaker - question and answer period.
2. Life insurance salesman as speaker

   Subject - A Career in Insurance (selling)
   Handout before class with possible questions

RESOURCES: Speaker - handout material on types of insurance

FOLLOW-UP ACTIVITIES:

Question and answer period in class.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Developing a sales personality

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Show filmstrip and discuss developing the proper personality for a sales career.
2. Selective students would be given the responsibility for reviewing the filmstrip and planning the inititial discussion.
    1. Fundamentals of the sales person
        A. Wholesome attitude - loyal to his/her business
                             - neat appearance
                             - enthusiasm
        B. Liking and understanding people
            1. Get customer's point of view
            2. Be courteous and attentive
            3. Friendly but not familiar
        C. Knowledge of Product - what's in stock; facts about merchandise.
        D. Develop Selling Skills - done mostly through experience.
            1. Meet customers promptly.
            2. Be honest.
            3. Answer objections fully.
            4. Show appreciation.

RESOURCES: Projector for filmstrip

FOLLOW-UP ACTIVITIES:

Students fill out a handout sheet on personality traits they should have. Teacher discusses several in class to end session.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Salespersonship

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To be able to cope with the consequences of personal decisions.

Career Awareness

To understand the relationship between attitudes and values and different careers.

ACTIVITIES:

Show film - "How I Raised Myself from Failure to Success in Selling", Frank Bettger.

1. Explain background of Frank Bettger - a star baseball player who was injured and turned his enthusiasm for baseball to selling.
2. Post-film activity - ask students what points in film they could apply in their jobs and/or school work.

RESOURCES: 16 mm. projector; "How I Raised Myself from Failure to Success in Selling" (Frank Bettger)

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Steps involved in a Sale - Approach

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

ACTIVITIES:

Different types of approaches for different situations.

1. The approach is the first step in a sale.

2. Traits of a good approach are:
   A. Promptness
   B. Friendliness
   C. Sincerity
   D. Imagination

3. What are the types of approaches.
   A. Merchandise - state fact about product. (If customer is already looking at product, this method can lead directly to a sale.)
   B. Greeting Approach - merely an introduction. Example: "Good morning, Mrs. Jones." "I'm John Doe, may I help you?"
   C. Service Approach - best used when a customer is obviously waiting for assistance.

RESOURCES: Salespersonship Fundamentals, McGraw-Hill (1959)

FOLLOW-UP ACTIVITIES:

Discussion - ask students to discuss ways they are most often approached when shopping.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Approach to customer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

ACTIVITIES:

1. Role playing between students and follow-up discussion on the approach.
2. Students will portray different types of customers and will be met by all these approach methods; so the class can better understand what actually sounds best.

RESOURCES: Tape recorder

FOLLOW-UP ACTIVITIES:

Play back and discuss the activities - a critique on positive points and negative points.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Steps in a Sale - Objectives

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

Discussion on common objections and how to answer them.

1. Discuss the nature of an objection - two forms
   a. Real objection - these are good because a salesperson has something positive with which to work.
   b. Excuse - in this case a salesman must try to find the real reason for the objection or likely lose the sale.

2. Real objections can be broken down.
   a. Specific Feature - object to a color, style, or fit.
   b. Price - too high - salesman stresses quality.
   c. Service - an objection to a service connected with the store.
   d. Need - objection based on lack of need for merchandise.

3. Methods of answering objections
   a. Reverse English - turn customer's objection into a selling point
      Example: Customer - this color is so bright
      Salesperson - that is the reason it is so desirable at this time; the newest styles all show bright colors.
   b. "Yes, but" method - Salesperson agrees with the customer, while trying to convince him/her to buy.

(Continued)

RESOURCES:

Handout sheet on objections and how to answer them.

FOLLOW-UP ACTIVITIES:

Activities Continued:

Example: Customer - These shoes are too light to wear well.
Salesperson - Yes, they are light, but the leather is especially strong and wears better than most grades of heavy leather.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Objections

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

Role playing between students and follow-up discussion on handling objections.

1. Students will utilize the six methods of answering objections.
    - A. Break students into: 6 groups and have each group present an objection and the proper way to handle it to the class.
    - B. Follow this with a critique.

RESOURCES Tape recorder

FOLLOW-UP ACTIVITIES:

Critique of each method - use tape recorder to substantiate critique.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Steps in a Sale - The Close

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

ACTIVITIES:

Discuss the proper technique for closing.

1. Explain that without the close there is no sale - you can't be a successful salesperson unless you can close.
2. Guide the customer toward a choice.
    a. Focus on suitable articles.
    b. Offer an opinion (The salesperson is the expert)
    c. Review benefits of merchandise.
3. Methods of Closing
    a. Getting agreement - (on anything, just get the customer to say "yes" several times.
    b. Presume agreement - Example: "Would you like this to be cash or charge?" This statement presumes the customer will buy - does not lend itself to a "yes" or "no" answer.

RESOURCES: Over-head projector, "Retailing, Principles and Practices", Mc-Graw Hill
"The Close", Life Insurance Agency Management Association

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: The Close

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

ACTIVITIES:

I. Why a Salesperson Might Not Close a Sale
    a. The customer was hurried.
    b. Salesperson failed to help customer decide.
    c. " " could not answer objections.
    d. " " stressed wrong selling points.
    e. " " was too forceful.
    f. " " was discourteous.

II. In summary, be professional. A salesperson's job is to offer service as well as sell. Good service today may bring a sale tomorrow.

III. Role playing between students. Each student must use techniques such as getting agreement and presuming agreement.

RESOURCES: Tape recorder, over-head projector, "110 Closing Talks and 101 Power Phrases", Rough Notes, Co.

FOLLOW-UP ACTIVITIES:

Assign members of the class to make a purchase. Have them report what was said to them, after the purchase had been made, by the salesperson.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Prospecting

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that the need for security causes many workers to keep the jobs they have.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To know that society provides rewards for work.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

How to prospect - where to look for possible prospects.

I. Prospecting - Explain that most retail stores have walking prospects. Prospecting relates primarily to insurance, real estate, investments.

II. Where to look for prospects.
   a. Friends
   b. Church
   c. Clubs
   d. Newspaper

III. Developing a file - show students a sample file card system - impress on them the need to keep a constant list of names coming in.

IV. Show filmstrip on prospecting - should reinforce your points.

V. Develop your prospects.
   a. Direct mail approach - process is limited but it does help open the door for a follow-up call.
   b. Cold Canvas - door to door - this method helps fill in any voids in your home and helps you think on your feet

RESOURCES:

"Let's Do Something about Prospecting", Life Insurance Agency Management Association

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Telephone

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

ACTIVITIES:

Show film - "How to Lose Your Best Customer"

An outstanding film that shows the wrong way of utilizing the telephone; then how to correct the situation step by step.

This film should impress upon the student the real value of proper telephone technique.

RESOURCES: 16 mm. projector; Film: "How To Lose Your Best Customer" by Bell Telephone

FOLLOW-UP ACTIVITIES:

Write up a report on positive telephone steps that should be used in a business.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Telephone Selling

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability, responsibility in a variety of settings.)

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

How to use the telephone - proper methods for selling over the telephone.

I. Telephone selling is the modern way.
  a. Reaches more people in short time.
  b. Helps salesperson organize by setting up appointments ahead of time by phone.

II. Plan your call - have students discuss this to see how many they come up with.
  a. Know your product.
  b. Select descriptive words.
  c. List essential facts.
  d. Space selling points.
  e. Anticipate common objections.
  f. Try your plan.

III. Retail store telephone selling
  a. Goodwill - incoming calls represent the customer who has already honored you by selection. He deserves your attention.
  b. Suggestive selling - when a customer places an order by phone, invite them to try a sales item or a special.

(Continued on Reverse Page)

RESOURCES:

Tele-trainer (Southern Bell), "How to Get More Business by Telephone", Schwartz

FOLLOW-UP ACTIVITIES:

Activities Continued:

c. Improved service without extra cost; also point out that speedier, larger sales can be made by telephone.

IV. Familiarize students with teletrainer and set up groups for next day's role playing.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Telephone - practice

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

Students practice selling over the phone. Use Southern Bell tele-trainer.

I. Students role play.
   a. Work on manners and pronunciation so they can be clearly understood. A good telephone voice is developed only through practice.
   b. Call and set up appointments for a meeting.

II. Practice answering common objections:
   a. Not interested - Mr. Jones, I can understand your not being interested in something you haven't seen; but so that you can judge this idea for yourself, what time would be convenient for me to come by.
   b. Too Busy - Mr. Jones, I know how busy you are and that's why I called for an appointment rather than just drop in on you. Would tomorrow at 3:00 p.m. be convenient?

RESOURCES: Tele-trainer (Southern Bell), "Manual Tele-training for Business" and "How to Succeed in Business by Telephone", A.T.&T.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Salesmanship

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

ACTIVITIES:

Show film - "The Professionals" - Van Johnson.

RESOURCES: 16 mm. projector; Film: "The Professionals", Van Johnson

FOLLOW-UP ACTIVITIES:

Discussion - why one man succeeded and one did not.

GRADE OR IGE UNIT: 11

SUBJECT: Distributive Education

EDUCATIONAL CONCEPT: Test - salesmanship

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

Review and test.

A review of the selling process, emphasizing approach, personality, objections, and the close. Students should ask questions that concern them about putting the selling process together in a working environment.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Critique of test - questions and answers.

GRADES 10-11
FRENCH I and II

GRADE OR IGE UNIT: 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Vocabulary, reading, culture - Civil Foreign Service

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Decision Making

To possess self knowledge when making realistic life choices.

Career Awareness

To know that work organizations are human organizations.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

Economic Awareness

To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

1. Divide class into two groups and have them research the following foreign service officers:
   - A. Specialists who maintain close contact with foreign officials.
   - B. Specialists in economic and commercial work.
   - C. Specialists who promote American trade.
   - D. Specialists who help American business men abroad.
   - E. Specialists who report to Washington on local business conditions, monetary fluctuations, and trade patterns.
   - F. Visa or passport officers
   - G. Citizenship officers

2. Have students discuss the careers of the foreign service using the information accumulated from their research in #1.

3. Show a film or invite a speaker who is connected with the passport office, etc. (any agent located in the school district or near-by).

4. Discuss with the class the employment outlook and trends for these careers. Explain also that a vast majority of foreign service officers have at least a useful speaking knowledge of one or more foreign languages and the Foreign Service Institute maintains a program providing instruction in foreign language.

RESOURCES:

"Foreign Service Officer," Department of State booklet, Agency for International Development, library, county courthouse, pamphlet, "A Career in the Foreign Service of the United States"

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I

EDUCATIONAL CONCEPT: Culture, vocabulary, conversation - medical doctor - nurse

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

To understand that the work a man does tells more about him/her that is significant, in this culture, than any other single item of information.

Social Awareness

To realize that society is dependent upon the work of many people. To know that society provides rewards for work.

ACTIVITIES:

1. Have students explore the medical profession. List and illustrate the ways in which it would be advantageous, even necessary, for a doctor as well as a nurse to be skilled in a foreign language. With a doctor, language would be secondary but at the same time, an important asset. Knowledge of a foreign language could be of inestimable value wherever service of a personal nature is rendered; therefore, the success of a doctor in a foreign language speaking community would be a necessary part of his/her training.
2. Have students learn or review vocabulary to dramatize events or episodes in the day's work of a doctor and/or nurse in a language related situation. Encourage each student to take part in a group presentation - as - conduct a clinic.
3. Ask the students to give a report on a doctor who has spent his/her life (working) among the people of a foreign language speaking nation. What are his/her values? What are his/her rewards? Would this be the career for any student?

RESOURCES:

Library, occupational file, Medical Journals and other periodicals, guidance counselor

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Culture, vocabulary, reading, conversation - transportation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To realize that work means different things to different individuals.
To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning.)

Decision Making

To recognize and accept others decisions.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Arrange a visit to the nearest airport to observe personnel at work, to collect brochures and to seek information concerning foreign passengers and foreign trade.

2. Have one part of the class explore the foreign language needs of the following airline personnel:
   - A. Flight attendants
   - B. Stewardesses
   - C. Stewards
   - D. Flight announcers
   - E. Ground hosts and hostesses
   - F. Reservation clerks
   - G. Other personnel

3. Have the other part of the class explore other transportation industries and their varying needs for languages - train and buslines; for example, need bilingual personnel; ship lines have some need for bilingual personnel for foreign passengers. Write for information, search magazines (Travel and Trade).

4. Summarize 1, 2, 3 in a panel discussion planned by an interested group. Another group plan dramatizations of career situations; for example, flight announcer at work or the stewardess in conversation with French visitor. (use foreign language)

RESOURCES:

Transworld Airline, Inc., Pan American World Airways, library, brochures

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Culture, vocabulary, monetary exchange - automobile industry - need of foreign language

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to the study and selection of careers.

Educational Awareness

To understand that knowledge or skills which are transferable will facilitate retraining.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To relate the similarity between the order and structure of a school environment to society at large.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Divide the class into two groups to explore the automobile industry. (The auto business has assumed international scope).
    - A. French Auto Industry
        1. Explore and locate industries.
        2. List makes and characteristics.
        3. Visit dealers (local) who specialize in foreign cars (import.)
        4. Explore monetary possibilities.
    - B. American Overseas Operation - France
        1. Explore the business.
        2. Discuss export of cars - visit dealers.
        3. Discuss foreign language needs of personnel.
        4. Explore monetary possibilities.
2. Research international trainee program (ask local dealers about their programs.)
3. Encourage students to bring clippings, brochures, miniature cars, posters, etc. of the cars manufactured in France.
4. List possible careers which need a knowledge of French and explore the interest of the class in these careers.

RESOURCES:

International Personnel Coordinator of Chrysler Corporation, Director of Personnel of General Motors Overseas Operations, local dealers, magazines, newspapers, brochures.

FOLLOW-UP ACTIVITIES:

Review activity as information comes in.

GRADE OR IGE UNIT: 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Vocabulary, reading, writing - advertising

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations. To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Decision Making

To be competent in the verbal and written analysis of alternatives.

Educational Awareness

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Explore the advertising business to see why and how foreign language ability can be an asset to a career in this field. Written report as well as oral.
2. Have students look for products with labels giving the contents in both French and English - also labels with French titles - such as "Maison royal" (black pepper), "Gonami" (cleaner), etc. (This may well include food products, cosmetics, material).
3. Clip ads from magazines and newspapers. Make posters, bulletin boards, etc.
4. Encourage interested students to visit an advertising agency. Observe on-the-job operations. Report to class.
5. Have each student create an original ad for a product - title and contents in French.
6. Summarize by showing how companies have expanded their business to foreign countries and need personnel who have a broad understanding of the culture of the country as well as a high degree of competence in the language. A second language can be a key to success.

RESOURCES: Library, occupational files, local advertising agency, posters, magazines, newspapers

FOLLOW-UP ACTIVITIES:

All year long pupils should be aware of the products around them - add to the career file - use for general discussion.

GRADE OR IGE UNIT: 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Writing, reading, culture - International Publisher

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that training or pursuing a career choice helps develop who a student really is.

Career Awareness

To understand that the work a man does tells more about him/her that is significant, in this culture, than any other single item of information.

Social Awareness

To understand that all jobs are dependent upon other jobs.

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

ACTIVITIES:

1. Have students explore the publishing business for information on the needs of foreign language abilities for the services required in this business - such as, editors, copywriters, copy readers, researchers, designers, etc.
2. Search for books and periodicals to make a display for the career table. Use posters, etc.
3. If possible invite a representative from a publishing firm - such as Holt, Rinehart and Winston, Inc., to speak concerning the need of (to what extent) the foreign language in the different areas of the firm.
4. Summarize this activity with a panel discussion of the careers in which the students feel most interested. Evaluate the advantage of having training in the French language.
5. Role play the part of an editorial consultant who presents a program for the sale of a series of French books. (Use French as much as possible).

RESOURCES: Marketing Manager of Publishing Firms, library, periodicals, posterpaper.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: French I

EDUCATIONAL CONCEPT: Culture, vocabulary, map study - Perfume Industry

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand the need for cooperation in the completion of tasks.

To realize that an individual's work affects his/her standard of living.

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Economic Awareness

To understand the process of an relationship between production and distribution of goods and service.

ACTIVITIES:

1. Have students clip from magazines advertisements of French perfume. Collect bottles from home and neighbors.
2. Encourage students to visit local department stores and ask the clerk for information, brochures, samples, etc. to be used in this activity.
3. Research the perfume industry in France - in the past and the present. Written reports.
4. Using a map, have students locate the leading regions where the perfume industry is thriving. List brand names.
5. Discuss 3, 4 with groups representing their special interests.
6. Have students (a small group) construct a booth or a bulletin board to display samples, brochures, etc. Use French - "Chez Dior".
7. Have students discuss the influence of this product on the American market.

RESOURCES:

Local department stores, magazines, library, newspapers, posterpaper, paints

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Vocabulary, culture - relation of French to the furniture business

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To show and practice the components of the decision making process: (1) identify problem or situation, (2) consider alternatives, (3) consider consequences of alternatives, (4) select the best alternative, (5) implement the best alternative, (6) evaluate the results.

Career Awareness

To compare and contrast local jobs to national and international jobs.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Have students research the period furniture of French history.
2. Encourage students to use their creativity in displaying the results of their research: replicas, posters, charts, etc.
3. Ask students to interview a buyer in the furniture business - how a knowledge of French would be advantageous. This maybe taped, written or oral report.
4. Invite the manager of a furniture store to talk about the furniture business - the buyer, the stock man, the furniture maker, the truck driver, etc. Thus the student should realize there are many careers involved and many different talents and qualifications needed.
5. Have students summarize the results of their efforts and the class activities. Discuss possible careers and the value of each.

RESOURCES: Library, furniture brochures, pamphlets, posterpaper, speaker

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Vocabulary, reading, grammar - Secretarial and clerical work

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Decision Making

To apply the decision making process to the study and selection of careers.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To compare and contrast local jobs to national and international jobs.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. One of the largest markets for bilingual personnel is in the secretarial and clerical area. Have students list the many possible careers that are in demand in this area.
2. Have students choose a career and outline the requirements for this job, the advantages and disadvantages - for example, a bilingual secretary should be familiar with industry involved and fluent in its specialized vocabulary. Interviews would be a help with this report.
3. If possible find a speaker from a local industry who will advise students of the needs of qualifield bilingual help and how he/she makes use of same in his/her business.
4. Encourage the students to practice their French through simulated situations as a telephone operator's conversation with a foreign client.

RESOURCES: Speaker from local industry, library, magazines, newspapers, vocational and career pamphlets, Careers in the Field of Modern Foreign Languages, Institute for Research

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Culture, vocabulary, map study - French Cooking

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To realize that if work allows a person to exercise his/her positive concept and meet his/her needs, then his/her performance will increase. To help match an individual's abilities and interests with the skills and process needed in the world of work. To understand the need to make a meaningful career choice.

Attitudes & Appreciations

Individuals are responsible for their career planning and personal values relate to life choices.

Social Awareness

To know that society provides rewards for work. To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Use maps to point out the ancient provinces and have students research these provinces for the favorite foods and recipes of each. Have oral and written reports.
2. Invite people in the community who have traveled to French speaking countries to speak, to show slides or any other material gathered in these countries. (i.e., representative of the cultures).
3. Have students gather information about the customs and the traditions - stressing food - of the French today. Do this by interviewing natives who live in the area, food specialists, reading magazines such as Bon Appetit, etc.
4. Have students - interest groups - make a bulletin board display of French foods, recipes, maps indicating specialties of different regions - also pictures of markets so typical of France. Stress use of French vocabulary in this activity.
5. Have students present their findings through a panel discussion indicating the influence of French cuisine on our country and showing the advantage of the study of French in the world of cooking thereby increasing their advantages in the world of work.

RESOURCES: Library, food economists, magazines, local speakers, film - Art of Cooking, brochures, pamphlets, posterpaper, gourmet shops.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Culture, vocabulary, cuisine, French chef

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to home and school problems.

Career Awareness

To know the jobs necessary to maintain the community. To realize that hobbies and interests may lead to a vocation.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Have students research famous French restaurants- both in French speaking countries and in America. Use magazines, newspapers, library, etc.
2. Have students inquire in local restaurants or nearby towns for a native French chef. If an interview is granted, ask his/her opinion on training needed - type, length of time, the advantage of being skilled in the language, etc.
3. Divide the class into two groups: Have one group plan a bulletin board on the career of a chef. Point out personal characteristics of a good chef, training (academic-vocational), and the market in this country for this career. Make use of French vocabulary. Have the other group plan - role playing - the day of a chef - include the making of the menus for the day.
4. Plan an outing including a dinner at a French or any restaurant specializing in French cuisine.
5. Check newspapers for ads wanting a chef skilled in French cuisine.

RESOURCES: Local, nearby town restaurants, library, newspapers, magazines, cookbooks, posterpaper

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: French I

EDUCATIONAL CONCEPT: Vocabulary, conversation, idioms, culture - waitress

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting. To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.) To develop healthy work habits (e.g., dependability, and responsibility in a variety of settings).

Career Awareness

To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual.

ACTIVITIES:

1. Have the students discuss the personal characteristics of a good waitress, the training, the education and the advantage of the study of French in this chosen career. (This will involve research, their own personal experience as a waitress or a customer.)
2. Encourage pupils to interview an experienced waitress. Preferably one who works or has worked in a restaurant which caters to foreign cuisine and clientele. This may be taped or given orally to the class.
3. Role playing - have students plan a situation in which the waitress serves French customers - a large group will be guests - small - waitress. Use French vocabulary.
4. Check newspapers (wide range if possible) asking for a waitress skilled in a foreign language.
5. Discuss with students the job market - keep in mind possibility of their moving or traveling.
6. If possible, invite the manager of a restaurant to speak on the value of a competent waitress. Help students to see the need of this career that may seem low to many.

RESOURCES:

Newspapers, magazines, vocational files, local restaurants, local speaker, poster

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: French I

EDUCATIONAL CONCEPT: Geography, vocabulary, culture - tour organizer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices. To understand that one should continually reassess one's attitudes, interests, and life style (i.e., values).

Social Awareness

To know that work is a means of developing social relationships (i.e, acquiring social status and prestige.) To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Have each student select the place he/she would like to visit in France or a French speaking country.
2. Encourage him/her to collect travel posters, brochures, maps and plan a trip to his/her chosen place.
3. Have students visit a local travel agency and inquire into the costs of their trips and expenses while there.
4. Role playing - using a map - take the class on a tour to the city chosen in No. (1). Use French to do this - pointing out landmarks, giving directions, etc.
5. Display the material collected by the students and summarize this activity with a panel discussion on the job market and the interests of the students in travel.

RESOURCES:

Local travel agencies, films, posterpaper, brochures, pamphlets, maps, library

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Vocabulary, grammar, culture, semantics - translator - interpreter

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the relationship between occupations and their changes.

Decision Making

To know that tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation and social prestige. To understand that the work a man does tells more of him/her that is significant, in this culture, than any other single item of information.

ACTIVITIES:

1. Have students research the requirements of a translator and an interpreter (These two are different yet have some of same requirements.) Use the library, write the Peace Corps or other national or international organizations.
2. Have students pool their information in a panel discussion - grouping according to interests.
3. Make a bulletin board display of the various fields in which a translator or interpreter works as science, medicine, communications, government and research.
4. Invite a speaker from a local business, industry, etc., to discuss the importance of a knowledge of the language in his/her chosen career and to field questions from the students.
5. Show a film: example, This is the United Nations: Screen Magazine No. 4, N. Y., University or others.
6. Search for ads in classified section of newspapers. Discuss the job market.

RESOURCES: Books - Your Future in Translating and Interpreting, J. F. Hendry; UNESCO, Report on Scientific and Technical Translation, Paris, 1957; Speaker - Translator and His Value to World of Business, newspapers (local, foreign) - films, slides

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: French I

EDUCATIONAL CONCEPT: Vocabulary, French currency - Exchange of currency

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To understand the difference between the money exchange system and the barter system. To comprehend the United States monetary system.

ACTIVITIES:

1. Have the students research French currency and the metric system. Then give oral and written reports.
2. Have a display table or bulletin board for French currency - include interesting information.
3. Encourage students to make a poster of the metric system.
4. Select interested students to visit local banks to learn how to exchange American currency for French currency. Report to class.
5. Have the students to simulate a situation in which there must be an exchange of currency. Make use of conversational French.

RESOURCES: Local banks, library, newspapers, magazines, posterpaper, French money

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Grammar, vocabulary, reading, conversation - export-import trade

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To understand that career development requires sequential series of choices.

Career Awareness

To realize that geographical location determines the kinds of work found therein.

Economic Awareness

To understand the process of an relationship between production and distribution of goods and service. To understand the law of supply and demand. (It helps determine occupational choice).

ACTIVITIES:

1. Research the export - import field for the need of personnel competent in foreign language usage. Report in writing.
2. Have students discuss the results of their research. Then select a possible career in this trade on which to seek qualifications and show the need of competency in French. The list will include, for example: accountants, bookkeepers, sales representatives, stenographers, catalogers, shippers, etc.
3. Have students look for ads in the daily and Sunday editions of newspapers, for example: "Secretary to Export Manager with Documentation Work, Some French."
4. Show a film, slides or invite a speaker if a business is located near-by.
5. Have students in a panel discussion evaluate the possible careers in this field and the need of each to carry on the business.
6. Display items, brochures, etc., acquired through visits to places like "World Bazaar" or other export-import business places.

RESOURCES: Books - Max Adler, Business Languages of the World, library, magazines, newspapers, brochures, pamphlets, vocational file

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Grammar, conversation - Hotel and Motel Management Services

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect. To know and to practice the components of the decision making process.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Economic Awareness

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs and charts used as a consumer.)

ACTIVITIES:

1. Interview local or near-by motel or hotel managers and other staff members such as: reservation clerks, bellboy, hostess, etc. Make written, oral or taped reports.
2. Have students clip from classified section of newspapers ads for jobs requiring some skill in one or more languages or locate a motel chain that has expanded into the European market and write letters to obtain information concerning jobs. Ask for brochures.
3. Have students dramatize various situations in which the foreign language must be used as: bellboy assisting a foreign visitor.
4. Invite a foreign visitor, if possible, to tell how important it is to find people in the careers who speak his/her language.
5. Have each student choose one career related to the motel services that he/she feels best suits his/her personality and ability. Tell how his/her study of French will help him/her and why he/she chose this career.

RESOURCES: Occupational files, brochures, maps, newspapers, pamphlets, local business

FOLLOW-UP ACTIVITIES:

When letters arrive, review this activity.

GRADE OR IGE UNIT: 11

SUBJECT: French II

EDUCATIONAL CONCEPT: Culture, history, vocabulary - Landscaping

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction in work (the job maybe school.)

Attitudes & Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

ACTIVITIES:

1. Research the famous gardens of France; gardens and parks of Versaille, Tuileries, etc. Note also famous landscaping architects as Lenotre. Written reports.
2. Show slides, films of gardens and parks. Have students note the artistry and the hand work required to create such places of beauty.
3. Encourage those with artistic ability to draw the replica of a famous garden. Use French vocabulary. Have others collect pictures, brochures, etc., to make a bulletin board display.
4. Invite an architect who does extensive landscaping to speak stressing the importance of each worker.
5. Make plans to visit a garden or park that has been landscaped similar to those of France. Example: Biltmore Gardens near Ashville, N. C.
6. Summarize the activity by having students list the possible careers involved in this activity. Have them consider the value of the study of a language in acquiring a job in this field.

RESOURCES: Library, local nursery, magazines, posterpaper, paints, brochures, books

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Reading, culture, vocabulary - Librarian

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To relate home and school jobs to community functions.

Economic Awareness

To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

1. Have students check the admission requirements for a student desiring to enter the graduate school of library science. (Library work requires competence in at least one or more foreign languages.)
2. Have students list the various types of work to be found classified under library science, examples: reference, cataloging, etc. Indicate language requirements. (This will be a reading knowledge of two languages for most big libraries.) Research special libraries - science, history.
3. Invite the school librarian or one from a nearby college to speak concerning the career of a librarian. Field questions from students.
4. Encourage students to write various big libraries for information - research or scientific libraries.
5. Discuss with the students the demands for librarians and the advantage of being qualified in the field with competency in one or more foreign languages.
6. Summarize the activity by suggesting that each student choose a possible career in library science and apply for the job. (Use French.)

RESOURCES: College bulletins, library, speaker, occupational files

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10, 11

SUBJECT: French I, II

EDUCATIONAL CONCEPT: Culture, history, vocabulary - Influence of famous men and women of France

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different individuals.

Educational Awareness

To know that tentative plans must be formulated in order to arrive at a certain goal.

Career Awareness

To know that one's total life routine is organized around the work one does.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Have students read biographies of great men and women in the countries where French is spoken. Report to class on their contributions to their country and to the world. Analyze their values, goals, and philosophies.
2. Use quotations from these men and women to introduce their ideas to the class. Short quotations for a bulletin board should encourage students to investigate the lives of these people.
3. Show film such as - "Biography Series", McGraw-Hill.
4. Have students dramatize events or episodes in the lives of noted men and women, to show their personalities, values, or life goals. Role playing should be done in French.

RESOURCES: Library, films, posterpaper, bulletin board materials

FOLLOW-UP ACTIVITIES:

GRADES 9-12
ENGLISH

GRADE OR IGE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: Movies

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or society setting.

Decision Making

To apply the decision making process to home and social problems.

To recognize and accept others decisions.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Students will divide into groups and each group will do research on the various careers open in the movies and on how characters in movies contribute to the success or failure of the movie. A representative from each group will report to the class.
2. Each student will make a list of his/her favorite character in a movie. Then, he/she will write a short paper on, "If I could be anything, what would I be?"
3. Students will all exchange their papers with another member of the class. Each student will analyze the character which his/her classmate has written about and write a one-page response as to why he/she agrees or disagrees with the values of this character.
4. The teacher will assign the same movie on television for each student to watch. The students will then write a short analysis of each major character - their motives for reacting as they did in a particular situation, etc. Students will share their analyses orally with their classmates.

RESOURCES: Library materials on Movie Careers and Character Analysis in the movies, a movie suitable for the entire class to watch for character analysis.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Filling out applications for health and life insurance

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To apply the decision making process to home and social problems.

Educational Awareness

To acquire the basic skills and habits found in the working world.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

1. Each student will look up the following vocabulary words, relating to some aspect of health insurance: (a) dispensary, (b) sanatorium, (c) duration, (d) surgical operation, (e) impairment, (f) particulars, (g) receipt, (h) refund
2. Each member of the class will do research on the various types of health insurance available and the pros and cons of each type. He/she will give a short oral report on his/her findings.
3. Students, with the aid of the teacher, will each fill out a sample health insurance application form.
4. Each student will do research and write a short paper on the different types of life insurance and the various things which he/she must do to obtain life insurance. (Why are some people unable to obtain life insurance?)
5. A general class discussion will be held concerning the students' findings in their reports.
6. Each student, with the teacher's help, will fill out a sample life insurance form.

RESOURCES: Sample health and life insurance forms, library resource materials on insurance, insurance salesman to speak to the class

FOLLOW-UP ACTIVITIES:

An insurance salesman will come and speak to the class on the various aspects of obtaining health and life insurance.

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: A plan for budgeting and spending money

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To acquire the basic skills and habits found in the working world.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

To develop the concept of financial management (i.e., earning, spending, borrowing, saving.)

ACTIVITIES:

1. Students will be given a list of vocabulary terms to look up. These will relate to budgeting money. Ex.: (a) checking accounts, (b) savings account, etc.
2. Students will do library research on the pros and cons of installment buying. Each student will write a short paper on his/her findings.
3. Students will conduct a role playing skit about a person applying for credit. Questions will be brought up, such as: (a) Have you had credit before? Where? (b) What did you buy? (c) Do you have a bank account? Where? (d) Where do you work? (e) How much can you afford to pay each week, etc.
4. Students will conduct a class discussion on the various and best places to get loans, (other than loan companies) and on how much money should be saved from their monthly salaries.
5. Students will fill out sample forms for applying for a loan, a checking account, savings account, etc.

RESOURCES: Library resource materials on finance and budgeting, sample application forms for loans, savings and checking accounts, speaker - finance manager from local bank

FOLLOW-UP ACTIVITIES:

A bank finance manager will come to speak to the class about various aspects of budgeting and financial matters.

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Loyalty on the job

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Social Awareness

To understand the need for cooperation in the completion of tasks.

To understand that personal relationships with fellow workers are important to job satisfaction.

ACTIVITIES:

1. Students will divide into groups and each group will discuss and write down ways to be loyal in one of the following jobs: (a) sales, (b) services, (c) when working for professionals, (d) in a large company. One member will report back to class.

2. The class will look in a dictionary and find that the definitions of loyalty are related to Faithfulness. Each student will write a short paper entitled, "How is Loyalty or Faithfulness related to the World of Work?"

3. The teacher will lead a class discussion on the things a person should never do on the job, if he/she intends to be a loyal employee. Ex. He never: (a) criticizes his/her company or constantly gripes about salary or working conditions. (b) hesitates to stand up for his/her company. (c) accepts all complaints of customers as being valid. The class will also discuss why the loyal person is happier: (a) He believes he/she belongs on his/her job. (b) He sees his/her job as a contribution. (c) He/she thinks positively.

4. Using the previous discussion as a basis, various members of the class will role play both of the following situations: (a) A loyal person who is happy in his/her job, (b) A person who is not happy in his/her job because he/she is not loyal and does not believe in his/her company.

RESOURCES: Proper setting and materials for the role playing, a speaker from a nearby manufacturing plant

FOLLOW-UP ACTIVITIES:

A speaker from a nearby manufacturing plant will come and speak on how people with the proper attitude work hard and are usually rewarded with pay increases and promotions.

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Communication Skills

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To understand that knowledge or skills which are transferable will facilitate retraining.

Social Awareness

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. A class discussion will be held on the arrangement from most important to least important news in a newspaper and also the arrangement of most important information in writing an article.
2. Small groups will compose paragraphs on the importance of correct spelling and clear writing, resulting from thorough proofreading practices. Each group will contribute its ideas to the class when the class reconvenes as a group.
3. Each student will compose an essay and orally present it to the class, demonstrating good speech and dramatic techniques necessary when speaking to an audience. Following each student's presentation, the class will openly criticize his/her presentation.
4. Students will role play interviewing situations to receive practice in developing communications skills in such circumstances.

RESOURCES: Newspapers, magazine articles

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Showing the various careers available to people who do not plan to further their education beyond the high school level.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

To realize that work means different things to different individuals.

Decision Making

To apply the decision making process to the study and selection of careers.

Career Awareness

To understand the relationship between attitudes and values and different careers.

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Each student will go to the library and do individual research on a career of his/her choice. The student will give a brief oral report to the class on his/her chosen career.
2. Students will divide into groups and discuss what they believe to be proper dress, conduct, and attitude during a job interview. A representative from each group will report the feelings of the group to the class. The class will conduct an open discussion on the group's beliefs.
3. The members of the class will compose and present a skit pertaining to a "blue-collar" worker and why his/her job is just as important to the community as a "white-collar" worker.
4. A panel discussion will be held by those members of the class who did not participate in the skit performance. Part of the panel will represent the "blue-collar" side, and the other, the "white-collar" side.
5. Students will write a short paper pertaining to what they learned in this unit about the value of the "blue-collar" worker.

RESOURCES: Library resource materials on different careers, pamphlets and articles on various careers.

FOLLOW-UP ACTIVITIES:

Students will bring to class any pamphlets, magazine articles, newspaper articles, etc., which relate to the career of his/her choice. These will be displayed on bulletin boards around the room.

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Drama

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Students will do individual research on the many phases of stage production - such as set design, costuming, lighting, etc. They will write a paper on their findings.
2. Students will divide into three groups. The groups will be responsible for, (1) costuming, (2) set design and props, (3) production and lighting. The groups will do research on their particular phase of theater production, and a representative will report their findings to the class.
3. A speaker from a local Little Theater will come and speak about behind-the-scene techniques, set design, lighting, etc.
4. The students will take a field trip tour of a local college drama department to view the various phases of theater production.
5. The class, with each group responsible for its particular aspect of production, will produce a short one-act play. The play will be put on video tape.

RESOURCES: Speaker from a local Little Theater, materials for making set design for a play, video tape equipment, resource materials on theater production

FOLLOW-UP ACTIVITIES:

Students will watch their own play production on video tape and do a critical analysis of their work.

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Environmental Planning (Communities)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to home and social problems.

Career Awareness

To know the jobs necessary to maintain the community.

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Students will decide and discuss a list of 5 necessary people and their jobs needed for planning a new city development.
2. Students will list 5 steps the city planners need to do before homes are built. Ex.: sewer, lights, landscape, telephone, roads, possible parks, construction men.
3. Students will do research from a newspaper on differences concerning styles and prices of [illegible] will determine advantages and disadvantages of living in different [illegible] developments or communities.
4. A qualified [illegible] will explain blueprints of the business area of a city.

RESOURCES: Newspapers containing information on new developments. City map to show housing developments in their own area.

FOLLOW-UP ACTIVITIES:

Students will compare various blueprints of different cities and evaluate the needs that were met for each city.

GRADE OR ICE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: Telegraph Communications

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Decision Making

To be competent in the verbal and written analysis of alternatives.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. The class will divide into 3 groups and individual group assignments will be given as follows: (a) Explain Morse Code - how and why it began and its purpose today. (b) Find out duties of a telegraph operator and the other jobs associated with the telegraph. (c) Find out how to send and read a telegraph.
2. A speaker will come and explain telegraph operation in our area and the composition of a telegraph.
3. After listening to the speaker, each student will successfully write a telegraph to a place assigned by the teacher.
4. After listening to the speaker and doing individual research assignments, the student will be able to display his/her knowledge by writing a short paper tracing the development of the telegraph.

RESOURCES: Library materials on telegraph communications, telegraph forms for sending individual telegraphs

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Oral Communications in Business

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

To recognize that all decisions made have a cause and an effect.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

ACTIVITIES:

1. Students will make a personal file for themselves. Each will keep a folder or large envelope and place in it all papers that are important. This file will be used to take with them on the job interview. They will include the following things in their files: (a) proof of age, (b) military records (if any), (c) draft card, (d) work permits, (e) social security card, (f) any health certificates, (g) list of any references they plan to use.

2. Students will have a mock interview in front of the entire class. One student will serve as employer and one as the prospective employee. The prospective employee will take his/her folder with him/her to the interview.

3. The class will be divided into groups of five. Each group will be given a list of problems which they might encounter on the job. They will arrive at a decision to these problems and report their decisions to the class.

4. Students should make a list of answers to the following questions for themselves: They should choose one firm which they are interested in to answer the questions about. (1) What does the firm make? (2) Does it hire people any age and with my abilities? (3) Does the firm have something I can do? (4) Is there a possibility for advancement in this firm?

RESOURCES:

Book - The World of Work, materials for the mock interview

FOLLOW-UP ACTIVITIES:

A speaker from the personnel department of a local plant.

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Air Travel

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To understand that all jobs are dependent upon other jobs.

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. The students will take a field trip to a local airport to realize the various occupations related to air travel.
2. Each student will do a small research paper on one of the following topics: (a) What different kinds of air travel do we have today? (b) What are some of the functions of air travel? (c) How are being dependent and air travel related?
3. Students will do oral group presentations on the following as to their contributions to air travel: (a) Montgolfier, (b) Orville & Wilbur Wright, (c) World War I, (d) Air Mail, (e) Lindburgh, (f) Zepplins, (g) World War II, (h) Jets, (i) D.C. 3, (j) Commercial Jets, (k) 747, (l) SST.
4. Students will write a letter to an airline agency asking for pictures and information on changes of planes from past to present.

RESOURCES:

Library materials relating to air transportation, easy access to a nearby airport, business stationery for letters to airlines

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Marketing and Distributing

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be competent in the verbal and written analysis of alternatives.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Economic Awareness

To understand the law of supply and demand. (It helps determine occupational choice.)

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. There will be a general discussion of the following jobs concerned with Marketing and Distribution: (a) product designer, (b) fashion coordinator, (c) advertising assistant, (d) commercial artist, (e) model, (f) public relations, (g) training representative.
2. Students will meet in small groups and determine qualifications for the previously discussed positions.
3. Students will compile a questionnaire for fellow students to answer about why they want or use a given product. From this list, students will develop an advertisement for the product.
4. Students will conduct demonstrations, including display and purpose, of the product.
5. Using magazines and newspaper, students will collect and bring to class various forms of advertisements and compare these.

RESOURCES: Magazines and newspapers containing advertisements which the students may collect and use for comparison.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Leisure Time

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

To realize that work means different things to different individuals.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To know the jobs necessary to maintain the community.

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. A speaker, representing the public relations worker, will come and sketch his/her responsibilities. Later, students will write thank-you notes to the speaker.
2. As a group, the students will discuss areas in the community and school that may need some aid of a public relations director.
3. The class will discuss and list the tasks of a travel agent and gain an understanding and appreciation of the sightseeing guide's responsibility.
4. The students will go on a field trip to a travel agency.
5. The students will write a story entitled, "My Day as a Travel Agent" or "My Day as a Sightseeing Guide."
6. Students will exchange stories and conduct a critical analysis of each other's compositions.
7. Using sources (posters, magazines, pamphlets, etc.) each student will prepare a 3-5 minute talk on one specific area of the U. S. Each student must use a proper outline for his/her talk.

RESOURCES:

Magazines, posters, pamphlets on travel, library materials relating to travel

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: Radio Communications

ELEMENTS AND ELEMENT OBJECTIVES.

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Decision Making

To apply the decision making process to the study and selection of careers.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To realize that society is dependent upon the work of many people.

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Students will do individual library research from books and magazines to find the history of the beginning of radio.
2. Using library materials, students will show pictures of early radio users using older types of instruments. Students will then creatively write a paper composing a story of what they see in the pictures.
3. (Listening skills) - Students will listen to tapes and/or records of early radio programs.
4. Students will divide into groups. Each group will choose one type of radio program. They will write scripts, commercials, etc., and present them to another class, or tape them for another class.
5. Have students in another class record voices without identification. Then, have the class criticize them as to broadcasting possibilities.
6. Each student will choose a radio broadcasting occupation and report to the class on why he/she would prefer that job to any other.

RESOURCES:

Books and magazines on the beginning of radio, pictures of early radio communications, tapes and records of early radio programs

FOLLOW-UP ACTIVITIES:

The students will take a trip to a local radio station.

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Newspaper Communication

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Career Awareness

To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Students will discuss the importance of communication. Students will then divide into groups and make a list of different ways of communicating.
2. Each student will bring a copy of some earlier dated newspaper to class. Students will be grouped into committees. They will look through the papers and make lists of things that would be helpful for certain people to know.
3. The teacher will aid the students in developing a questionnaire to survey the community to learn reasons why people subscribe to a newspaper.
4. Students will write a short paper comparing their findings from the questionnaire.
5. Students will be divided into groups and each group will examine a specific newspaper from the area. A spokesman from each group will lead in a panel discussion giving pros and cons of the various papers. Ex.: How well it covers community news; How well it covers national news; How biased the papers are.

RESOURCES: Newspapers, agreeable citizens to answer questions

FOLLOW-UP ACTIVITIES:

LEVEL OF THE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: Magazines as a source of communication

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

To be competent in the verbal and written analysis of alternatives.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Each student will state clearly his/her likes and dislikes in reading magazines.
2. Each student will choose a magazine and report to the class the strong and weak points of the magazine of his/her choice.
3. Students will make vocabulary lists of words peculiar to one particular magazine.
4. Students will each compose a short story on a topic of his/her choice which would be suitable for use in a magazine.
5. Students will exchange stories among themselves and give a critical analysis of each other's stories.
6. Students will divide into groups and compose different advertisements suitable for a magazine.
7. The class will combine their stories and advertisements to produce a short magazine.

RESOURCES: Different types of magazines, materials for magazine cover and materials necessary for composition of the magazine

FOLLOW-UP ACTIVITIES:

A speaker from a local book or magazine store will come and speak on purchasing, distribution, etc., of magazines and jobs available in this area.

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Newspaper Workers

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To know and practice the components of the decision making process: (1) Identify problem or situation; (2) Consider alternatives; (3) Consider consequences or alternatives; (4) Select the best alternative; (5) Implement the best alternative; (6) Evaluate the results.

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Economic Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Students will look over copies of newspapers and discuss the different parts. Then, they will determine the functions of each part and discuss which are the most popular.

2. The teacher will cut the headlines off newspaper articles and have students read the articles and choose appropriate headlines.

3. Each member of the class will report on a different occupation in the newspaper field. Students could cover: duties of job, educational requirements, and salary.

4. The students will take a field trip to a newspaper office to view the jobs in action.

5. The class will divide into 5 groups and each group will give a report on one of the following 5 newspaper men: Benjamin Harris, James Bennett, Horris Greely, Joseph Pulitzer, W. R. Hearst. The reports should include information on the men's lives and their contributions to the newspaper world.

RESOURCES: Copies of newspapers, research materials on famous newspaper men, and occupations in the newspaper field.

FOLLOW-UP ACTIVITIES:

Students will organize into departments (news, sports, entertainment, etc.). Then they will use the class members as their sources in planning, composing, proofreading, and printing a newspaper.

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Manufacturing

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Social Awareness

To understand the need for cooperation in the completion of tasks.

To realize that society is dependent upon the work of many people.

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. Students will be given individual reading assignments on the beginning of manufacturing, from the time it started in the homes through the period of the Revolutionary War and the period after the War of 1812.
2. The class will research and discuss how the lack of manufacturing in the South and their inability to sell their cotton to England contributed to their losing the War. Contrast the way the South has become a great manufacturing area today in comparison. (This activity could be used in conjunction with a history project, if desired.)
3. Students will research and report on people who have contributed to progress made in manufacturing. Ex.: Eli Whitney, Eli Terry, Andrew Carnegie
4. The teacher will divide the class into equal groups and each group will write a short skit of an invention agreed on by the class.
5. Students will make a field trip to Walnut Grove Plantation and write a creative paper on some particular facet of the Plantation which interested them.

RESOURCES:

Encyclopedias and other research materials, filmstrips (if available) on changes in manufacturing.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: History of the Language

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

To understand the relationship between occupations and their changes.

Educational Awareness

To understand that knowledge or skills which are transferable will facilitate retraining.

Social Awareness

To appreciate the fact that customs, traditions and attitudes of society affect the world of work.

ACTIVITIES:

1. A student oriented discussion and demonstration of how man first communicated will be held. This discussion should help the students understand the stages through which our present day speech have progressed.
2. The teacher will direct a day's lesson explaining how phonemes have changed are the basis of word sounds. Students will do research in small groups to discover how the sounds of these phonemes have changed over the years.
3. The class, as a whole, will make a family tree showing changes in slang and dialect over the last hundred years.
4. The students will list and research occupations that deal with the development of language, such as: (1) etymologist, (2) grammarian, (3) dictionary compiler, (4) foreign language interpreter, etc.

RESOURCES:

Books - Dictionary of American Slang, Geographical Dictionary

FOLLOW-UP ACTIVITIES:

Speaker who is a professional on the History of the Language (possibly a professor from a nearby college).

GRADE OR IGE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: History of Writing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. A student discussion will be held of how writing habits have changed in form over the years.
2. Students will define the following vocabulary terms and possibly use them in group discussions with such writings as the Old English Edition of The Lord's Prayer. Terms: Pictogram, Ideogram, Cuneiform, Suneirans, Hieroglyphics, Calligraphy, Alphabet, Symbolism.
3. The teacher will introduce to the students the concepts of early forms of literature: legend, folktale, and fable.
4. Students will list and research occupations that deal with the development of writing, such as: historian, archeologist, anthropologist, geologist, etc.

RESOURCES: The Lord's Prayer, written in Old English, library resources to research occupations

FOLLOW-UP ACTIVITIES:

GRADES 9-12
ART I and II

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Architecture

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop self confidence in the pursuit of an anticipated career choice.

Career Awareness
To realize that geographical location determines the kind of work found therein.

Social Awareness
To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Discuss architecture and it's place in our society.
2. Explain how engineering and art are necessary for an architect to be able to produce a well designed building.
3. Have students bring examples of well design buildings. Study the immediate school building.
4. Discuss the advantages (salary, prestige) and the disadvantages (geographic limitations, education).

RESOURCES: Use the library for additional information.

FOLLOW-UP ACTIVITIES: Have students design their own building.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Illustration (Greeting card illustrator)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness
To realize that hobbies and interests may lead to a vocation.

Social Awareness
To realize that society is dependent on the work of many people.

ACTIVITIES:

1. Collect greeting cards in several styles and categories.
2. Display them on a board and have the students study them. Have them discuss, style, form, color, lettering.
3. Have the students design three greeting cards of different types with a written message. Watch for a developing style.
4. Discuss the job responsibilities of a card illustrator.

RESOURCES: Poster series, Careers in Art by William Reid - J. Weston Walch- publisher, Portland, Maine

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Advertising

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To develop healthy work habits (e.g. dependability and responsiblity in a variety of settings.

Career Awareness
To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Social Awareness
To understand that some workers produce goods while others produce services.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Discuss the role advertising plays in our lives- how it affects our lives- how it affects our buying attitudes.
2. Discuss the job of an advertising artist- his/her responsibilities, advantages and disadvantages.
3. Divide the class into groups assigning each one a product, place or service to advertise One student may design, one may letter.
4. Have the students complete an advertisement layout and then display them.

RESOURCES:

FOLLOW-UP ACTIVITIES: Let each student explain the problems he encountered in his part of the advertisement.

GRADE OR IGE UNIT: 9-12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Design (Package Design)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To recognize the vital importance of a cooperative spirit.

Decision Making
To know that career decisions must correlate with one's goals in life (e.g. money hours, etc.).

Social Awareness
To realize that society is dependent upon the work of many people.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Arrange a collection of empty packages from the grocery. Include jars with labels, cereal boxes, cans with labels cartons.
2. Discuss color, lettering, arrangement and shape with the class.
3. Discuss the various jobs necessary in package designing- picture designing, lettering, box designing.
4. Divide the class into groups each person in the group assuming a portion of the total package designing process (e.g., one student will design the package picture another will letter, etc.)
5. Present the finished packages to the group.

RESOURCES: Grocery store. Poster series. Careers in Art by William Reid, 1970, J. Weston Walch, publisher, Portland, Maine

FOLLOW-UP ACTIVITIES: Have a critique of the finished products.

GRADE OR IGE UNIT: 9-12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Graphics (Layout Artists)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness
To compare and contrast local jobs to national and international jobs.

Social Awareness
To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Collect newspaper pages with advertisements as well as printed articles. Collect magazine pages with color, words and pictures.

2. Have the students discuss the way in which the pages were arranged whether or not the arrangement is pleasing.

3. Make the students aware of how many jobs a layout can acheive.

RESOURCES: Invite the layout artist for the local newspaper or a local printing company to the class to speak.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9-12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Art Teacher

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To understand that specialized skills lead to interdependency of jobs

Career Awareness
To realize that hobbies and interests may lead to a vocation.

Social Awareness
To realize that an individual's work affects his/her standard of living (i.e., his/her total life style).

ACTIVITIES:

1. Discuss the duties of an art teacher.
2. Discuss the amount and type of education that an art teacher must have.
3. Discuss the effect an art teacher could have on a student (career influence).
4. Let interested students take turns introducing a new art idea to the class. Keep them simple.

RESOURCES: Be your own resource person.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9-12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Painting

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To realize that means different things to different individuals.

Decision Making
To know that career decisions must correlate with one's goals in life (e.g. money, hours, etc.)

Career Awareness
To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Within a unit of study on art history include a discussion on painting as a career.
2. Use modern painters as reference (Wueth, Rockwell, Warhol) as well as prominent South Carolina painter.
3. Discuss the advantages (money, prestige, artist freedom and the disadvantages money difficulty of selling).
4. Discuss alternate jobs by which a painter could earn a living.

RESOURCES: Art books from your library, slide presentations.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9-12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Crafts (Pottery)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To develop healthy work habits (e.g. dependability and responsibility in a variety of settings).

Decision Making
To know that a career choice should be based on attitudes value and interest and requires in depth study.

Career Awareness
To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Within a unit on pottery include a discussion of potter's.
2. Discuss the amount and affect of pottery in our society.
3. Relate pottery and ceramics.
4. Discuss changes in pottery from functional to free form pottery.

RESOURCES: Find a local potter to speak to the class, bringing examples of his/her work or the pottery teacher from a nearbycollege.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 and 10

SUBJECT: Art I

EDUCATIONAL CONCEPT: Crafts (Weaving)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To appreciate all forms of work.

Social Awareness
To realize that society is dependent upon the work of many people.

Economic Awareness
To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Introduce a weaving unit to the students using simple frame looms.
2. Discuss how clothes were made before modern machinery and modern techniques start from the sheep and go through the serving of the garment.
3. Have the students bring in cloth scraps that show various weaving patterns.
4. Contrast modern weaving techniques with old ones.

RESOURCES: Try to find someone in the community that weaves or spins.

FOLLOW-UP ACTIVITIES:

Grade or IGE Unit: 11 and 12

Subject: Art II

Educational Concept: Art History

Elements and Element Objectives:

Self Knowledge
To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes and Appreciations
To realize that work means different things to different individuals.

Educational Awareness
To acquire the basic skills and habits found in the working world.

Career Awareness
To realize that hobbies and interests may lead to a vocation.

Activities:

1. Within a usual art history unit include a discussion of people involved with art history as a career (teachers, museum workers, lecturers.)
2. Discuss the education an art critics and their work with newspapers and magazines.
3. Discuss the education an art historian must have.
4. Assign a report on a phase of art to be presented orally as if the students were museum lecturers.

Resources: Use the library and librarian for resource help.

Follow-Up Activities:

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Graphics (Silk Screen Printing)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations
To develop healthy work habits (e.g., dependabiltiy and responsibility in a variety of settings).

Decision Making
To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness
To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Show examples of silk screen printing.

2. Explain the silk screen process by giving a demonstration.

3. Relate the silk screen printing the students are doing to the job of the person in the local grocery store who screen prints the weekly special signs.

4. Have the students do a silk screen print of their own, involving some lettering.

RESOURCES: Ask a screen print artist form a local grocery store to speak to the class explaining his job and giving a demonstration.

FOLLOW-UP ACTIVITIES: Have students find examples of silk screen printing in a variety of stores.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Graphics (2-D design, commercial design)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations.

Decision Making
To know that career decisions must correlate with one's goals in life (e.g., money hours, etc.).

Career Awareness
To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Gather a colection of letterheads, calling cards and business stationary from various firms. Assemble on a board.
2. Compose a list of fictional business names.
3. With the class analyze the displayed letterheads. Discuss what makes each one interesting or eye catching. Discuss information arrangement, color and lettering.
4. Have students design a business card and letterhead (actual size for both) for a firm from the list in Activities #2.
5. Discuss career opportunities available in commercial design. Make students aware of the demand for this type of art form.

RESOURCES:

FOLLOW-UP ACTIVITIES: Have a critique

GRADE OR IGE UNIT: 9-12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Color

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To understand that specialized skills lead to interdependency

Career Awareness
To realize that hobbies and interests may lead to a vocation.

Social Awareness
To understand that all jobs are dependent upon other jobs.

Economic Awareness
To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Review the color wheel including complementary, monochromatic, etc.
2. Discuss the effect colors have on us (e.g., dull vs. bright, limited colors).
3. Discuss people involved with color professionally- experts in color harmony and use.
4. Discuss artists, interior decorators, craftsmen.

RESOURCES: Contact an interior decorator from a localfirm for information in their field. Arrange for a visit to your school. Urge questions from students.

FOLLOW-UP ACTIVITIES: Have the students work out a color scheme for a room within a house.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Lettering

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop selfconfidence in the pursuit of an anticipated career choice.

Educational Awareness
1. To understand that some workers produce goods while others produce services.

Career Awareness
1. To realize that hobbies and interests may lead to a vocation.

Social Awareness
1. To understand that all jobs are dependent upon other jobs.
2. To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Have students bring in magazines to find examples of different styles of lettering and posters.

2. Discuss the importance of signs and letters in our immediate world. Discuss the role lettering plays in advertising and the way it affects us (e.g., signs in grocery stores road signs, etc.)

3. Discuss the various careers associated with signs, posters and letters (e.g. billboard designers, sign painters, and advertising artists.)

4. Give the students poster paper, felt tip pens or drawing pens and ink. Have them assume they are billboard designers engaged in planning an outdoor sign advertising a restaurant, a product or a service.

RESOURCES: Have a sign painter from a local company come speak to the class, bringing tools of his/her trade and giving a demonstration of his/her work. Encourage questions.

FOLLOW-UP ACTIVITIES: Have a critique of the signs.

GRADE OR IGE UNIT: 9 and 10

SUBJECT: Art I

EDUCATIONAL CONCEPT: Cartooning

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To develop healthy work habits (e.g. dependability and responsibility in a variety of settings)

Career Awarness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Collect cartoons from several newspapers and several different cartoonists.
2. Display them on a board and have the students study them.
3. Have the students imagine they are cartoonist and create a cartoon strip covering one week.
4. Discuss the problems involved with cartoons (e.g. finding new ideas, continuity of ideas).

RESOURCES: The Careers and Opportunities in Commercial Art by I.J. Biegleisen, E. P. Duttor. New York, 1944,

Poster series- Careers in Act, William Reid, J. W. Walch- publisher

FOLLOW-UP ACTIVITIES: Bind the cartoons into a booklet

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Design (Industrial Design)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize and accept career decisions.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To realize that all jobs are dependent on other jobs.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Discuss the need for industrial designers. Include such things as automobile design, appliances and common household things.
2. Discuss the amount of education necessary and also the overlapping of engineering and art.
3. Divide the class into groups, assigning each group a well known product. Have them try to improve on the existing product.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9 - 12

SUBJECT: Art I and II

EDUCATIONAL CONCEPT: Window Display

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To recognize that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Discuss how an attractive display window affects our buying attitudes.
2. Have the students study a store window and try to decide why certain objects were placed in the order they see them.
3. Discuss the art skills needed - color, design.
4. Have the students design a store window displaying one type of product (e.g., ladies' ready to wear).

RESOURCES:

Have the display artist from a local store speak to the class, bringing visual aids of his/her work.

FOLLOW-UP ACTIVITIES:

Discuss local store windows.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Illustration

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Career Awareness

To understand that the work a man does tells more about him/her that is significant than any other single item of information.

ACTIVITIES:

1. Collect several childrens' story books either from a library or from individuals.
2. Analyze these books with your class in terms of the effectiveness of the illustrations in complementing the story.
3. Discuss the career of an illustrator. Refer to Careers and Opportunities in Commercial Art by I. J. Biegeleisen, E. P. Dutton and Co., New York, 1944. Chapter, "The Illustrious Illustrator."
4. With class participation make-up a childrens' story, preferably one with several characters and exciting action. Have each student copy and illustrate the story. Each illustration will be different.

RESOURCES: Careers and Opportunities in Commercial Art by I. J. Biegeleisen, E. P. Dutton, New York, 1944.

FOLLOW-UP ACTIVITIES:

1. Discuss the finished stories in the same way as in Activity #2.
2. Bind the stories in construction paper or poster board and give them to a primary grade class.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Graphics (Poster Art)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Choose an important up-coming event in the school and use this as a base for a unit on poster design.
2. Divide into groups of three. Assign one person - lettering - one picture and one layout.
3. Produce posters for the event.
4. Within this unit, discuss the work of a poster company (there are numerous poster catalogs available for reference and illustration. Discuss a poster artist's job.
5. Refer to The Careers and Opportunities in Commercial Art by I. J. Biegeleisen.

RESOURCES: The Careers and Opportunities in Commercial Art by I. J. Biegeleisen

FOLLOW-UP ACTIVITIES:

Distribute posters. Have students be aware of posters displayed in businesses.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Art II

EDUCATIONAL CONCEPT: Fashion Design

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize and accept others decisions.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To be able to accept criticism and direction to assume responsibility. To realize that all jobs are dependent on other jobs.

ACTIVITIES:

1. Have the students find examples of fashions that interest them. Vary the categories so there will be no repetition.
2. Discuss the way a fashion is created from design to finished product. (The role of each worker.)
3. Divide the students into groups, each group assuming a part of the fashion design process (e.g., design, color work, display.)
4. Let the students create a fashion from beginning to end.
5. Discuss job responsibilities for each area and the way they relate to one another.

RESOURCES: The Careers and Opportunities in Commercial Art by I. J. Biegeleisen, E. P. Dutton, New York, 1944. Chapter

FOLLOW-UP ACTIVITIES:

Let the students design clothes for each other.

GRADES 9-12
SOCIAL STUDIES

GRADE OR IGE UNIT: 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Interrelationship of Jobs

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand that all jobs are dependent on other jobs.

ACTIVITIES:

1. Students visit a local community mental health center.
2. Gather information relative to skills, personality traits and characteristics for various jobs involved.
3. Let students do independent study in relation to work in a mental center.

RESOURCES:

Rescurce people (therapist, nurse, clinical personnel, psychologist, mental health agency, access to current mental health inquiries.

FOLLOW-UP ACTIVITIES:

Students prepare a debate on strengths and weaknesses of mental health services.

GRADE OR IGE UNIT: 12th

SUBJECT: Government

EDUCATIONAL CONCEPT: Decisions Made Sometimes Made Alone

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions have a cause and effect.

ACTIVITIES:

1. Have students study the period of time before Truman decided to drop the A-Bomb, what were his problems and reason for his ultimate decision.
2. Students work in groups and decide for themselves the vast problems and alternatives in making the decision and present to the class their views.
3. Have a knowledgeable person talk to class on atomic weapons.

RESOURCES:

Resource person on atomic energy, filmstrip on Truman's decision to drop the bomb.

FOLLOW-UP ACTIVITIES:

Poll the community to see under what conditions they would use atomic weapons.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Relations of Decisions on Policies

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

ACTIVITIES:

1. Get copies of proceedings from South Carolina Energy Commission to see what goes into decisions pertaining to rates of say Duke Power.
2. Write to Duke Power for their energy policies. Why are rate increases necessary and their relationship to the public.
3. May wish to write to Washington for materials on energy programs on a federal level.

RESOURCES:

Pamphlets from Duke Power and South Carolina Energy Commission. Copy of laws pertaining to energy decisions.

FOLLOW-UP ACTIVITIES:

Short paper on relation of laws and energy in America today.

GRADE OR IGE UNIT: 10th

SUBJECT: World Geography

EDUCATIONAL CONCEPT: Influence of Geography on Jobs

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To show that many jobs available depend on the geography of an area.

ACTIVITIES:

1. Study geography of Alaska, Chile and Republic of Zaire and American Samoa. The class should be divided into groups for the purpose of library research on each area.
2. Each group needs to decide the assignments for each person in the group.
3. You may want to see the influence of geography in your area on jobs.

RESOURCES:

Call in professional people in your area or interview them at work.

FOLLOW-UP ACTIVITIES:

Make a booklet in advertising form that might attract a business to your country or area.

GRADE OR IGE UNIT: 10th

SUBJECT: World History

EDUCATIONAL CONCEPT: Dignity

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Social Awareness

To know that society provide rewards for work.

ACTIVITIES:

1. Research jobs held in ancient times and compare with those of today in foreign countries.
2. A good area to concentrate on would be the middle eastern oil fields.
3. Interview people from foreign nations to see if they have made any advances since coming to America. Is America the land of opportunity.

RESOURCES:

Information on foreign nations from the U. S. State Department. Writing to foreign embassadores in the U. S. Naturalized Americans.

FOLLOW-UP ACTIVITIES:

Use poster boards to serve as display areas for pictures or diagrams of ancient jobs and foreign countries as compared to what they do today.

GRADE OR IGE UNIT: 12th

SUBJECT: Government

EDUCATIONAL CONCEPT: Honesty in Business

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To understand the relationships between attitudes and values and different careers.

ACTIVITIES:

1. Investigate ethical problems involved in the activities of state regulatory agencies in areas of consumer affairs and licensing.
2. Discuss "Legal or Voluntary" codes of ethics for occupations, are they enforceable.

RESOURCES:

Invite members of the Better Business Bureau to describe their attempts to insure ethical practices.

FOLLOW-UP ACTIVITIES:

Have students write a code of ethics for a corporation they make up in groups.

GRADE OR IGE UNIT: 12th

SUBJECT: Government

EDUCATIONAL CONCEPT: Worth of Working for the Government

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To compare and contrast local jobs with those on the National Level.

ACTIVITIES:

1. Have various students in class write to the civil service commission for information on government jobs.
2. Information received should be used to form an oral report to the class.
3. All students should do library research on civil service jobs.
4. If possible have someone involved with the civil service speak to the class.

RESOURCES:

Library resources on government jobs, information from civil service, resource people from civil service.

FOLLOW-UP ACTIVITIES:

Take a poll in your community to see how people react to the question - "What is the civil service administration?".

GRADE OR IGE UNIT: 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Needs of People May Determine Their Motives

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To realize that if work allows a person to exercise his positive self-control and meet his needs then his performance will increase.

ACTIVITIES:

1. Invite a personnel counselor, industrial psychologist or industrial nurse to discuss the relationships between physical and mental health and occupational stress.
2. Have students rank or select the need factors involved in their career planning.
3. Using a small tape recorder, tape various people as to why they do the type of work they are involved in - focus on psychological needs.
4. Help students identify economic and status rewards of various occupations.

RESOURCES:

Small tape recorder, industrial psychologist.

FOLLOW-UP ACTIVITIES:

Play back tape recorder presentation of resource speaker for analysis.

GRADE OR IGE UNIT: 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: Attitudes Related To Work

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To know that work is a means of developing social relationships (i.e. acquiring social status and prestige).

ACTIVITIES:

1. Have students list their personal values related to work and in small groups share similarities and differences in each others list.
2. Discuss "different strokes for different folks" with small group discussions of this conception as it applies to career planning.
3. Have a public interview in front of class in which students are interviewed as to their values on various issues.

RESOURCES:

May use any values clarification publication.

FOLLOW-UP ACTIVITIES:

Have students do a man on the street interview relating to values of work and report findings to class.

GRADE OR IGE UNIT: 12th

SUBJECT: Psychology

EDUCATIONAL CONCEPT: All Types of People are Needed in Work

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work (i.e. to recognize the dignity inherent in all jobs).

Social Awareness

To realize that an individual's work affects his standard of living (i.e. his total life style).

ACTIVITIES:

1. Have students list the types of work they think are most important. Then have them list those they think are not worthy of their labor.
2. Discuss pros and cons of both and write a paper on the worth of all jobs and their importance.
3. If possible have students interview various people who have jobs that most might not take - there would be a need to have a prepared list of questions for the students.
4. Have various types of people come to school and talk about their jobs and their leisure time activities.

RESOURCES:

People in the community who would feel they would be doing a community service by sharing their lifestyle with students and the dignity of their work.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: Adaption to Changing World

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To compare and contrast local jobs to national jobs.

Social Awareness

To learn that the individual must be adaptable in a changing society.

ACTIVITIES:

1. Look into some critical social problems of today such as pollution, population growth and racial strife.
2. What are career opportunities coming from the above areas.
3. What are changes in attitudes as for as pollution, population control and racial strife or concerned?

RESOURCES:

South Carolina Highway Department personnel to discuss growth of transportation, other resource people for other areas.

FOLLOW-UP ACTIVITIES:

What will the world be like in the year 2,000 as far as the above problems are concerned?

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: To Learn Motives of Why Work!

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits such as dependability and responsibility in a variety of settings.

Economic Awareness

To take notice that the major reason most people work is money "Economic Security" is often in first place in job satisfaction.

ACTIVITIES:

1. Analyze the Protestant work ethic, emigration and westward movement in the United States.
2. Relate current work ethics to the Protestant ethic and personal definitions of cuccess.
2. Have students ask their grandparents why they worked and if they think times have changed as for as motives are concerned.

RESOURCES:

News magazines and any standard source on work habits:

FOLLOW-UP ACTIVITIES:

Have students write a short essay on the wave of the future in the world of work. What will be peoples reasons for working tomorrow.

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: Work Hard and Succeed

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

ACTIVITIES:

1. Discuss "Is it really possible to go from rags to riches in America today" (as ability and hard work guarantee success for all Americans).
2. Look at Charles Revson and others in America who became wealthy through hard work.
3. Write an essay on success in an effort to define the term. What values and goals are implied in the term.

RESOURCES:

Any news magazine can be used here to get an idea of "rags to riches" and the term success.

FOLLOW-UP ACTIVITIES:

Research successful people in your community to find out how they became successful.

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: Attitudes in Relation to Work

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

> To understand the need to make meaningful career choices. Individuals are responsible for their career planning and personal values relate to life choices.

ACTIVITIES:

1. Let class make out an admiration ladder with a person they admire most at the top and least liked at the bottom.
2. Discuss what they need to do to be more like the person at the top.
3. Students may work in groups to decide what they most admire in a person. Remember that what you value may well determine your choice of work.
4. Each group should have a representative give an oral report or description of the person most admired and how the groups beliefs and values will relate to their work.

RESOURCES:

May use Who's Who in America as a source. Look up prominent people to see their life styles.

FOLLOW-UP ACTIVITIES:

Have each group prepare a bulletin board showing the ideal person in relation to work and how their attitudes relate to their work.

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: Free Enterprise Study

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand the need for cooperation in the completion of tasks.

Economic Awareness

To make students aware of the principles of the U. S. economic system.

ACTIVITIES:

1. Students form dummy cooperations and hold board meetings.
2. At the meetings students work on a plan of attack for needed programs of a social or community nature.
3. Write a paper on Modern American Industry noting changes that have evolved throughout the years.

RESOURCES:

Wall street journals, library books dealing with our economic system, current news magazines.

FOLLOW-UP ACTIVITIES:

Visit a local industry to see what they do for the community or have a representative of the industry visit your class.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Necessity of Self-Assurance

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To recognize that individuals may be suited for numerous different occupations.

ACTIVITIES:

1. Let students read about the interviewing process in getting a job.
2. Class discussion on interviews (why, preparation, do's and don'ts).
3. Set up a simulated job interview.
4. Let students select one cluster and identify a career he or she is interested in.

RESOURCES:

USOE occupations clusters, any filmstrip on job interviews, may want research.

FOLLOW-UP ACTIVITIES:

Let students make posters pertaining to their career clusters.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: Adaption to Change

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that individuals must be adaptable to a changing world.

ACTIVITIES:

1. Student committees will present information to classmates using group oral reports or presentations with posters, outlines, and handouts. Topics should include pollution problems, automation, development of transportation, child labor laws, computers, electric power, energy crisis and length of the work day.
2. Survey the community to identify new jobs due to technology advancements.
3. Compare a particular career that has been in existence for about 30 years, what has changed as far as hours, wages, benefits, equipment, and facilities.

RESOURCES:

Resource people to compare industrial advancement, old news magazines.

FOLLOW-UP ACTIVITIES:

Class discussions on importance of changes in technology.

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: Importance of Communications

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To recognize that hobbies and interest may lead to a vocation.

ACTIVITIES:

1. Have students research history of communication in America (i.e. telegraph, telephone, radio, television, postal system).
2. Have resource people come to class and discuss importance for means of communication.
3. Bring in ham radio operators to see why they became interested.

RESOURCES:

Radio or television resource person, library research of communications postal employee etc.

FOLLOW-UP ACTIVITIES:

Students do a community survey on the theme of communications - may make your own list of questions.

GRADE OR IGE UNIT: 9th

SUBJECT: Civics

EDUCATIONAL CONCEPT: People Working Together in Cooperation

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize and accept the decision of others.

ACTIVITIES:

1. Look into functions of city government. List of jobs such as mayor or city council and city manager.
2. Students invite city resource speakers to enlighten them on roles of city officials.
3. Have students visit hall for a tour.

RESOURCES:

City officials as resources, any standard text on local government.

FOLLOW-UP ACTIVITIES:

Let students work up a chart on the workings of their city for display in class - should include names and titles of officials and their duties.

GRADE OR IGE UNIT: 11th

SUBJECT: U. S. History

EDUCATIONAL CONCEPT: Opportunities Available in Many Areas

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

ACTIVITIES:

1. Research the branches of the U. S. Military in so far as the career possibilities.
2. Students give oral reports on some aspect of the military.
3. Students listen to military resource personnel.
4. If possible visit a military installation.

RESOURCES:

Military resource person, military installation or national guard.

FOLLOW-UP ACTIVITIES:

Compare the military of today and yesterday as far as career opportunities.

GRADE OR IGE UNIT: 12th

SUBJECT: Government

EDUCATIONAL CONCEPT: Worth of Work in an Area That Some May Look Down On

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Students visit the local police or state police department or have representatives visit your class.
2. Equipment demonstration used in police work.
3. Class discussion of advantages and disadvantages of a law career.

RESOURCES:

Policeman as resource person, state law magazines, audio visual aids, law career pamphlets.

FOLLOW-UP ACTIVITIES:

Research on early law enforcement agencies to see how they have changed.

GRADES 9-12
OFFICE OCCUPATIONS

GRADE OR IGE UNIT: 12

SUBJECT: Business Law

EDUCATIONAL CONCEPT: To teach an appreciation of our legal system

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand the approach needed to resolve personal conflict between one's individual and group goals.

Decision Making

To recognize that all decisions made have a cause and an effect.

ACTIVITIES:

1. Lecture by the teacher on the legal system.
2. Assign research projects relating to the history of the law and court system.
3. Introduce the student to a vocabulary of legal terms.
4. Use short case studies and examples relating to contracts and agreements.
5. Invite a lawyer to speak to the class on the legal system.
6. Visit the court room and observe the cases being held.
7. Students keep notebooks on vocabulary, principles of law, assignments, comments of other students, etc.
8. Panel discussion on cases.
9. Students make written reports of newspaper articles.

RESOURCES: Library, vocabulary, case studies, resource person, observe trial, notebooks, newspapers

FOLLOW-UP ACTIVITIES:

Students are evaluated periodically for understandings and achievements by means of an objective test.

GRADE OR IGE UNIT: 12

SUBJECT: Office Procedure

EDUCATIONAL CONCEPT: Zip Code Numbers

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To learn to revaluate a prior decision when new information is available.

Social Awareness

To relate the similarity between the order and structure of a school environment to society at large.

ACTIVITIES:

1. Select two students to obtain the Post Offices (towns) of all the students in the school from the Guidance Office.
2. Secure several Zip Code Books from the Post Office.
3. Provide a Post Office Personnel to lecture on "How to use the Zip Code Book."
4. Divide class into groups.
5. List towns (post offices) alphabetically.
6. Students look up Zip Code numbers.
7. Students cut stencils of places and zip code numbers.
8. Students run off enough copies to give to each teacher.

RESOURCES: Post Office Personnel, Zip Code Books, Stencils, Information from Guidance Office

FOLLOW-UP ACTIVITIES:

Have students to contact teachers to see if this information is helpful in contacting students.

GRADE OR IGE UNIT: 11, 12

SUBJECT: Office Procedures

EDUCATIONAL CONCEPT: Introduce and develop the skill of adding whole numbers on the Monroe Printing and Display Electronic Calculator and putting this skill into practice.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Economic Awareness

To comprehend the tools of business.

ACTIVITIES:

1. Invite a Monroe Personnel to demonstrate to the class the Electronic Calculator.
2. The teacher enforces the demonstration with emphasis on machine controls, the proper hand position and fingering on the calculator the next day.
3. Introduce addition of whole numbers.
4. Forming correct habits are stressed by the teacher:
   a. Sit erect but relaxed, feet back under the chair.
   b. Hold head still, keep eyes on media.
   c. Memorize keyboard and correct fingering.
   d. Read the amount from left to right.
   e. As the right hand sets the amount on the keyboard; the left hand drops down to the next amount on the book.
   f. Read the next figure as the hand depresses the plus bar.
6. The teacher will contact businesses that have Electronic Calculators and secure part-time work experiences for the students.

RESOURCES: Duplicate the keyboard for each student, calculator, resource person, calculator books with instructions, business forms, practice problems, work experiences

FOLLOW-UP ACTIVITIES:

The students will work problems for one minute. The teacher will observe technique of students and take up tapes. Students will report to class of work experiences.

GRADE OR IGE UNIT: 11, 12

SUBJECT: Shorthand or Office Procedures

EDUCATIONAL CONCEPT: To familiarize students with correct telephone techniques so that they will be better prepared for this area of office duties.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction.

ACTIVITIES:

1. Students participate in role-playing activities to get the "feel" of correct telephone usage and help.
2. When students are not on the phones, they may listen to conversations and make written criticisms.
3. Lecture on good telephone usage.
4. Show film that Southern Bell Telephone will send to schools.

RESOURCES: Secure the multi-button telephone unit from Southern Bell Telephone Co.; the activity booklets that comes with the unit. Person from Southern Bell to lecture ; film

FOLLOW-UP ACTIVITIES:

Discuss the strong and weak points of the conversations and of the actions that were made in handling the calls.

GRADE OR IGE UNIT: 12

SUBJECT: Shorthand

EDUCATIONAL CONCEPT: Transcription at the typewriter in the classroom and in work situations.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that occupations are ranked according to duties.

ACTIVITIES:

1. Select a short letter from the homework assignment.
2. Call on students to read the letter until all can read rapidly.
3. Preview the difficult spelling words and discuss punctuation.
4. Use a letter where the vocabulary is simple, and the punctuation marks are given in the shorthand plates.
5. The teacher shows the students how to read in thought phrases when transcribing notes.
6. Students transcribe from shorthand plates in book for one minute.
7. Teacher will dictate this material several times at several different rates.
8. Students will transcribe from their shorthand notes for one minute at their highest readable rate.
9. Students will work with the chair persons of the different departments of the school and take care of their correspondence instead of going to study hall.

RESOURCES:

Shorthand textbooks, shorthand notebooks, pens, typewriter, typing paper, chalkboard, homework.

FOLLOW-UP ACTIVITIES:

Students compare transcription from their shorthand notes with the transcription from the shorthand plates. Students will receive a grade from the chairpersons.

GRADE OR IGE UNIT: 11

SUBJECT: Accounting

EDUCATIONAL CONCEPT: Learning to prepare and interpret financial records enable students to meet occupational needs.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To develop healthy work habits (dependability and responsibility in a variety of settings.)

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Have students to keep a record of all money they receive (for a period) and how it's spent.
2. Introduce students to the straight edge (ruler), ink, forms for record-keeping, neatness, etc., by having them to fill in appropriate forms.
3. Search want ads for wanted bookkeepers, etc.
4. Invite several resource people to visit class to discuss ways records are kept in the various businesses represented--panel discussion.
5. Use transparencies to illustrate the correct forms used in accounting (i.e., balance sheet, income statements, etc.)

RESOURCES: Personal records; newspapers; forms prepared by the teacher; local businessmen; transparencies ordered from publishing companies or prepared by the teacher; textbooks

FOLLOW-UP ACTIVITIES:

Written reports on findings in newspapers; prepare budget with ink (check for neatness, accuracy); type reports of various kinds.

GRADE OR IGE UNIT: 10, 11

SUBJECT: Accounting - Recordkeeping

EDUCATIONAL CONCEPT: Data processing is vital to all businesses.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that individuals must be adaptable in changing society.

Attitudes & Appreciations

To understand the relationship between occupations and their changes.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Economic Awareness

To be alert that technological progress, changes, eliminates, and creates work.

ACTIVITIES:

1. Define ways to process data.
2. Assign data processing terms for vocabulary purposes.
3. Visit a vocational or technical school to observe machines (data processing) in operation.
4. Visit a business to see "on-the-job" processes.
5. Invite an accountant or some other resource person to present data processing to the class in terms of employment and duties.
6. Use various practice sets--ones requiring no special machines or training.
7. Read current magazine articles which relate to up-to-date techniques.

RESOURCES: Local technical or vocational school; textbooks; publishing companies; local businessmen; school or community library; teacher periodicals

FOLLOW-UP ACTIVITIES:

Tests on terms; projects (posters, written papers, oral presentations); results on the practice sets.

GRADE OR IGE UNIT: 12

SUBJECT: Typing II

EDUCATIONAL CONCEPT: Civil Service offers many job opportunities for clerical workers.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare for work.

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation and social prestige.

ACTIVITIES:

1. Filmstrip - Civil Service Jobs
2. Speaker - a person employed by Civil Service (i.e., a postal service employee)
3. Survey - students prepare a list of local people who are employed on the state, federal, and local level.
4. Review handbooks and other sources which illustrate tests and questions asked on tests given by the government and other types of employers.
5. Research assignments to determine advantages and disadvantages of a Civil Service job; fringe benefits, wages; merit system.

RESOURCES: Filmstrip: Civil Service Jobs No. 388 (Audio-Visual Div., Popular Science Publishing Co., Inc., 355 Lexington Avenue, New York, NY 10017); Civil Service Handbook--ARCO, 219 Park Avenue, South, New York, NY 10003; Clerical and Civil Service Training (South-Western Publishing Co.); School Library

FOLLOW-UP ACTIVITIES:

Oral reports on research findings; timed typing tests; prepare lists of available jobs in area.

GRADE OR IGE UNIT: 9 - 10

SUBJECT: Pre-Vocational

EDUCATIONAL CONCEPT: Jobs in Banking

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Social Awareness

To understand that all jobs are dependent upon other jobs.

Economic Awareness

To develop the concept of financial management--earning, spending, borrowing, saving.

ACTIVITIES:

1. Speaker (resource person from a bank) who would inform students of the different services of the bank.
2. Field trip--students visit the bank to relate the speaker's visit to the "real thing."
3. Filmstrips--portraying job opportunities.
4. Forms--students would stimulate applying for a checking account, savings account, depositing money, reconciling the bank statement, etc.
5. Practice sets (provided by some banking firms) which give the students experience in recording daily transactions in a check book.

RESOURCES: Practice set..."How Your Bank Serves You."; Neighborhood Bank - National Learning Productions, Inc., 316 "C" Street, St. Albany, W. Va. 25177; Filmstrips--A DIRECTION FOR TOMORROW, The Money Tree, Bowmar, Glendale, California 91201

FOLLOW-UP ACTIVITIES:

Performance in the practice set; test on terms; class discussion of visit; research on a particular banking job for an oral presentation.

GRADE OR IGE UNIT: 12

SUBJECT: Typing II

EDUCATIONAL CONCEPT: Simulated experiences create interest in career choices.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Economic Awareness

To be alert that technological progress, changes, eliminates, and creates work.

ACTIVITIES:

1. Assign students to individual teachers typing projects, duplicating, record keeping.
2. Visit businesses to observe "office atmosphere" and machines used.
3. Assign students to work in the school office for short intervals.
4. Resource person to acquaint students with up-to-date equipment, materials, etc.
5. Practice sets.

RESOURCES: Local businessmen; local businesses; classroom teachers

FOLLOW-UP ACTIVITIES:

Oral discussion on visits; report from the secretary in school office; prepare a notebook which lists suggested materials for clerical workers; the prepared work for teachers.

GRADE OR IGE UNIT: 11

SUBJECT: Accounting

EDUCATIONAL CONCEPT: The role of a Certified Public Accountant

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (dependability and responsibility in a variety of settings).

Decision Making

To apply the decision making process to the study and selection of careers.

Social Awareness

To realize that an individual's work affects his/her standard of living (i.e., his/her total life style).

ACTIVITIES:

1. Assign individual research work to define CPA.
2. Invite a CPA to speak to class.
3. Determine local facilities for training.
4. Search newspaper ads for job placement.

RESOURCES: School library or community library; a local CPA or write to the South Carolina CPA Association for a speaker

FOLLOW-UP ACTIVITIES:

Question and answer period during the resource person's visit; written reports from research assignment; class discussion on newspaper ads.

GRADE OR IGE UNIT: 9 - 10

SUBJECT: Pre-Vocational

EDUCATIONAL CONCEPT: The choice of a career depends on interests, abilities, economic conditions, etc.

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the need to make a meaningful career choice (individuals are responsible for their career planning.)

Decision Making

To know that a tentative career choice should be based on attitude, values, and interest and requires in depth study.

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

ACTIVITIES:

1. Students list their interests.
2. Each student selects one job area of interest.
3. Assign a research project--using various sources to help inform students of the advantages, disadvantages, working conditions, wages, hours, etc.
4. Filmstrips of occupations.
5. Tapes of conversations with various job discussions.

RESOURCES: Tapes: Teaching Aids, Inc., Box 3527, Long Beach, California 90803; Filmstrips: Careers in Business Office Skills--Pathescope Educational Films, Inc. and the Associated Press, Science Research Associates, Inc., 259 East Erie St., Chicago, Illinois 60611 (occupational exploration kit)

FOLLOW-UP ACTIVITIES:

From the resource material the student finds a written report would reveal the student's success.

GRADE OR IGE UNIT: 11

SUBJECT: Typing I

EDUCATIONAL CONCEPT: Having the skill of typewriting offers students a choice of vocations.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in various ways.

Decision Making

To possess self knowledge when making realistic life choices.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Read newspaper ads for jobs requiring typing.
2. Use library resources that reveal training qualifications for employment.
3. Make a survey of 15 people in the community (skills employed on the job, etc.)
4. Films and filmstrips from the telephone company (A Career is Calling)
5. Study college catalogues for requirements for certain degrees or majors.

RESOURCES: Local newspapers (home or in the library); school library for occupational information; local community; local telephone company; school guidance office.

FOLLOW-UP ACTIVITIES:

Instruct students to type a list of jobs requiring typing skills; class discussion.

GRADE OR IGE UNIT: 9 - 10

SUBJECT: Pre-Vocational

EDUCATIONAL CONCEPT: How to fill in forms

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Economic Awareness

To comprehend the tools of business (to be able to read and interpret tables, graphs, etc.)

ACTIVITIES:

1. Prepare a student resume (list the important dates - birthday, beginning of school, etc.) and other personal data required in most forms.
2. Assign terms for definition (i.e., status, marital, alien, race, etc.)
3. Practice filling in various forms.
4. If a student does not have his/her social security number, have him/her to obtain it.

RESOURCES: Forms in Your Future--M. Goltry (Learning Trends, A Division of Globe Book Company, Inc.); local post office and local bank and other places that will be glad to give application forms

FOLLOW-UP ACTIVITIES:

Test on terms and sample forms; class discussion about personal experiences students may have had with filling in forms.

GRADE OR IGE UNIT: 11

SUBJECT: Accounting

EDUCATIONAL CONCEPT: Federal, state and local taxes are a part of everyone's life; therefore, creating various jobs.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare for life's work.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

ACTIVITIES:

1. Assign students brief written and oral reports on various taxes.
2. Use the UNDERSTANDING TAXES program provided by the Internal Revenue Service.
3. Resource person (a representative from H & R Block) to speak to class on possible part-time work or full-time employment.
4. If students work, have them to prepare a simple tax form; reflecting student's tax responsibility.
5. Invite a person from the local Internal Revenue to visit your classroom to give students an opportunity to ask questions and to learn of job choices in this service.

RESOURCES: Careers in Taxation (Internal Revenue); UNDERSTANDING TAXES (this information usually comes to the principal; local businessmen; school library

FOLLOW-UP ACTIVITIES:

Students' participation with the UNDERSTANDING TAXES program and the individual tax forms should indicate the students' knowledge in tax work.

GRADE OR IGE UNIT: 11

SUBJECT: Shorthand

EDUCATIONAL CONCEPT: Learn brief forms

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To realize that school is a job which requires certain basic skills for success.

ACTIVITIES:

1. Each student will make three Bingo Cards on brief forms.
2. Make a list of brief forms in alphabetic order for the caller.
3. Give out bingo cards with small pieces of paper.
4. Call out brief forms in various ways.
5. Student who wins will be caller next game.

RESOURCES: Bingo cards, small pieces of paper

FOLLOW-UP ACTIVITIES:

Test on brief forms.

GRADE OR IGE UNIT: 12

SUBJECT: Shorthand

EDUCATIONAL CONCEPT: The student analyzes the sources of potential frustrations in his/her preferred shorthand field.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

To realize that work means different things to different individuals.

Decision Making

To be knowledgeable about the flexibility of career decisions.

ACTIVITIES:

1. Have students place on the bulletin board newspaper items brought to class of the field they wish to enter (medical, legal, etc.).
2. Discuss work in terms of the physical, social, and psychological climate of occupation.
3. Introduce some of the elements that affect worker fatigue:

   1) Motivation; 2) Type of task; 3) Effort; 4) Work breaks
4. Consider the possible negative and positive feelings people might have towards their job:

   1) Economic security; 2) Recognition; 3) Mastery and achievement; 4) Fellowship; 5) Nervous strain; 6) Boredom
5. Have students consider some of the nonfinancial needs that may or may not be fulfilled by work:

   1) Recognition; 2) Interpersonal relationships; 3) Self expression; 4) Achievement; 5) Dominance; 6) Creativity; 7) Challenge

(Continued on Reverse Page)

RESOURCES: Library references, interviews with "people on the job", speaker from a local business from the personnel department

FOLLOW-UP ACTIVITIES:

Have students list potential satisfactions and dissatisfactions associated with their preferred career plans.

Activities Continued:

6. Discuss the effects of occupational mobility in terms of job, family, and society.

GRADE OR IGE UNIT: 12

SUBJECT: Office Procedures

EDUCATIONAL CONCEPT: To acquaint students with the problems of business

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

1) To appreciate all forms of work.

2) To develop healthy work habits.

Economic Awareness

1) To understand the system of exchange of goods and services.

2) To develop the concept of financial management.

ACTIVITIES:

1. Divide the class into groups. Each group will be responsible to visit a business manager (or person in charge of the business)

2. Each group will have the same questionnaire about:

    1. Franchise or not to operate the business
    2. Questions about employees
    3. Location of business
    4. Product being sold
    5. Bookkeeping system
    6. Benefits for employer and employees
    7. Government demands on business

3. Film - "Competition and Business"

RESOURCES: Resource people, questionnaire, film from Coronet Films, Inc.

FOLLOW-UP ACTIVITIES:

Groups give an oral and a written report on the findings of the business they chose.

GRADE OR IGE UNIT: 12

SUBJECT: Office Procedures

EDUCATIONAL CONCEPT: To create an awareness of the need for future workers to develop their talents and abilities to the fullest.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests.

To match one's abilities with skills needed.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Make a list on the chalkboard of the part-time jobs the students have. Students tell of the abilities and training needed.
2. Secure information from the guidance department of booklets on future employment opportunities.
3. Appoint a committee to obtain data on jobs held by recent graduates. (May secure this from guidance office)
4. Invite a representative of an employment office to speak to the class about employment opportunities.
5. Make a bulletin board display on "Our Changing Work Force."
6. Arrange for a panel discussion on: The Declining Demand for Unskilled Labor and Increasing Demand for Skilled Labor.
7. Show film "Aptitudes and Occupations."
8. Have students interview older people, as their grandparents, as to the grandparents, etc., views of achievement and hard work. Compare these with views of their

(Continued)

RESOURCES:

Student information, resource speaker, materials for bulletin board, information from library for panel discussion, film

FOLLOW-UP ACTIVITIES:

Have a written report to include: Your choice of jobs will affect the education and training you will need, the satisfaction you will get from work, the amount of money you will earn, the job security you will have, and the conditions under which you will have to work.

Activities Continued:

parents' generation and then with their fellow students.

9. Discuss the kinds of work people at different ages must do: 18-30 years, 40-50 years, 60-up

GRADE OR IGE UNIT: 11 or 12

SUBJECT: Shorthand or Office Procedures

EDUCATIONAL CONCEPT: Dress for Business

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To recognize that all decisions made have a cause and an effect.

Social Awareness

To appreciate the fact that customs affect the world of work.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. Have students bring to class cutouts from magazines or newspapers of dresses or suits for different occasions.
2. Let each student describe styles and show class their contributions. Students make strong and weak points of contributions.
3. Have a color chart that describes colors that "go together."
4. Ask a men's dress shop and a ladies dress shop to bring outfits for different occasions to show to class.
5. Lecture on good grooming for the office.
6. Let students make a "ME" booklet of the clothes, hair styles, cosmetics, jewelry, and accessories that they would have for a business office.

RESOURCES: Resource people, magazines, newspapers, color chart, booklet

FOLLOW-UP ACTIVITIES:

Have students make an inventory of the clothes they now have and see how many outfits they can make to wear "on the job."

GRADE OR IGE UNIT: 12

SUBJECT: Shorthand

EDUCATIONAL CONCEPT: To see a court reporter in action

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Career Awareness

To realize that interests may lead to a vocation.

ACTIVITIES:

1. Visit a court room while court is in session.
2. Observe actions of reporter.
3. Observe equipment reporter is using.
4. Observe attitude of reporter.
5. At recess talk to reporter - question, answer session

RESOURCES: Library study of court reporting, court reporter

FOLLOW-UP ACTIVITIES:

Class write their impressions of the work involved in court reporting, and if they would like to be a court reporter.

GRADE OR IGE UNIT: 11 - 12

SUBJECT: Shorthand

EDUCATIONAL CONCEPT: Observing National Secretaries Week

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Secure a speaker from National Secretaries Association.
2. Film: "A Normal Day with a Secretary"
3. Students design the school bulletin boards to carry out the theme of National Secretaries Week.
4. The juniors presents each senior (future secretary) with a red rose.
5. The seniors in the course are invited to a drop-in during the lunch hour by the juniors.
6. Each teacher receives a souvenior from the class-Students in the course visit businesses after school where the National Secretaries Members work.

RESOURCES: Resource speaker, film, flowers, refreshments, transportation, souveniors from IBM Co.

FOLLOW-UP ACTIVITIES:

Students report to the class on visits to businesses.

GRADE OR IGE UNIT: 11

SUBJECT: Shorthand

EDUCATIONAL CONCEPT: Students learn to read shorthand quickly

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

ACTIVITIES:

1. Divide the class into two groups (A and B).
2. Each student has his/her shorthand book turned to the lesson to be read. Group A starts reading with the first member in line. If there is a slight pause in getting the next word, any member of the Group B may quickly say the word and continue reading until the reader pauses to figure out a shorthand form, then a member of Group A may quickly start reading. When a student has read one full letter, he/she may be seated. The next student in line starts the new letter.

RESOURCES: Textbooks, Students' Transcripts at home for reading lesson - these are not to be brought into the classroom. Teacher inspects textbooks so that no writing is in the lesson being read.

FOLLOW-UP ACTIVITIES:

The group having the least members standing is the winning side and a gold star is placed by each name on the honor roll chart.

GRADE OR IGE UNIT: 12

SUBJECT: Office Procedure

EDUCATIONAL CONCEPT: Work - Study experiences

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for work.

ACTIVITIES:

1. Have students to select a work position that they would like to learn more about.
2. The students will give first, second, and third choices.
3. The career directors will send letters to businesses stating the project and asking their cooperation in letting students work.
4. The students will write letters to the businesses and request an interview.
5. After the interview, the student will know the date in which it would be convenient for the business to have her/him work.
6. Students will obey rules of the business and attend from opening to closing hours.
7. Students will get a leave of absence from school for one week.
8. Lessons in classes will be made up later.
9. Students will write "Thank You" letters to businesses when work experience is completed.

RESOURCES: Films: "Preparing for an Interview", "Do's and Dont's During an Interview", resource people, letters written, library materials on careers

FOLLOW-UP ACTIVITIES:

The student will give an oral report to the class and a written report to the teacher of his/her strong and weak points while working and his/her solution to overcome his/her weak points.

GRADE 12
HEALTH OCCUPATIONS

1. Taking B/P
2. Cleaning Thermometers
3. Taking Temperatures
4. Counting Pulse
5. Counting Respirations
6. Application and Resignation From Job
7. Charting TPR
8. Admission
9. Digestive System
10. Bed Making
11. Circulatory System
12. Blood Composition
13. Personal Health - Routines
14. Feminine Hygiene
15. Sterile Dressing
16. Nutrition
17. Microbiology
18. Feeding Patient
19. Dental Health
20. Body Mechanics

PRACTICAL NURSING TEXTBOOKS

Structure and Function of the Body: Catherine Anthony

Personal and Vocational Relationships in Practical Nursing: Carmen Ross

Nursing Procedures for the Practical Nurse: Ohio T & I Service

Personal, Home and Community Health: Doris Hasler

Basic Nutrition in Health and Disease: Phyllis Howe

Textbook of Basic Nursing: Thompson; Rosdahl

Workbook for Practical Nurses: Audrey Sutton

Tweedy Human Anatomy & Physiology Transparencies Demonstration Thermometer:
Ross Laboratories

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Taking blood pressure

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To understand that career development requires sequential series of choices.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

1. View Trainex film on "Blood Pressure".
2. Observe demonstration.
3. Use teaching stethoscope with extra ear pieces to listen to B/P.
4. Divide group into partners to practice a cooperative attitude is essential in nursing.
5. Decide if readings are within normal and what readings to report to supervisor.
6. Change partners and check each others readings for accuracy with criticism and correction as needed by teacher and fellow student.
7. Exercise.
8. Recheck readings and compare.
9. Evaluate knowledge of technique and terminology with written quiz.
10. Evaluate skill in taking B/P using check sheet.

RESOURCES:

Trainex filmstrip: "Blood Pressure", teaching stethoscope with 2 or more ear sets, sphygmomanometers stethoscopes; Text Procedures for the Practical Nurse

FOLLOW-UP ACTIVITIES:

Written quiz on blood pressure technique and related terminology; evaluation of skill in taking B/P using a check sheet; later in clinical setting take patient's B/P with skill.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Cleaning Thermometers

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

Attitudes & Appreciations

To appreciate all forms of work (even though some nursing jobs are not dignified).

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To assume responsibility.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. Recognize the necessity of carefully caring for equipment to prevent breakage and increased cost of health care.
2. Explain principles of germ control through sterilization and necessity of a "cleaning job."
3. Demonstrate technique of cleaning thermometers and timing sterilization.
4. Practice technique - stress importance of sterile responsibility or "sterile conscience".
5. Evaluate understanding of principles.
6. Evaluate technique.

RESOURCES: Thermometers, soap, water, cotton balls, zepharine chloride, procedure book

FOLLOW-UP ACTIVITIES:

Written quiz; evaluate skill.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Taking Temperature

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize decisions have a cause and an effect.

Educational Awareness

To realize workers need some kind of special training and knowledge for most jobs.

Social Awareness

To be able to accept criticism and direction.

(Continued on Reverse Page)

ACTIVITIES:

1. Use demonstration thermometers to learn to read scale.
2. Use procedure book for step by step procedure.
3. Stress cooperative spirit by using partner and necessity of securing patient's cooperation by explaining procedure.
4. Practice taking partner's temperature.
5. Point out normal range - abnormal level, possible cause and as result, must be reported.
6. Check for accuracy in reading temperature.
7. Study text for related terminology.
8. Evaluate knowledge of technique and terminology with written quiz (may combine with other vital signs.)

(Continued on Reverse Page)

RESOURCES:

Demonstration thermometers from Ross Laboratories; thermometers, cotton balls, procedure book; Basic Nursing Text

FOLLOW-UP ACTIVITIES:

Written quiz; evaluation of skill using check sheet.

Elements and Element Objectives Continued:

Economic Awareness

To know some people spend their lives in serving or in the service of others.

Activities Continued:

9. Evaluate skill in taking temperature and reading thermometer accurately. (May combine with other vital signs.)

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Counting Pulse

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize that all decisions have a cause and effect.

Educational Awareness

To understand that specialized skills lead to job interdependence.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

1. Use chart of circulatory system to point out major sites for taking pulse.
2. Give normal pulse count for different age groups.
3. List causes of fast pulse; causes of slow pulse.
4. Give list of related terms and study text.
5. Go over procedure of locating pulse and counting pulse.
6. Practice counting own pulse, then partner. Cooperative spirit vital in nursing.
7. Check accuracy in counting pulse.
8. Evaluate knowledge of technique and terminology with written quiz. (May combine with other vital signs.)
9. Evaluate skill in taking pulse accurately (usually combine with other vital signs.)
10. Practice radial, temporal, and apical pulse.

RESOURCES:

Wall chart of circulatory system; Procedures for the Practical Nurse; Basic Nursing Text

FOLLOW-UP ACTIVITIES:

Written quiz; evaluation using check sheet - usually combined with other vital signs.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Counting Respirations

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in pursuit of anticipated career.

Attitudes & Appreciations

To recognize vital importance of cooperative spirit.

Decision Making

To recognize that all decisions have a cause.

Educational Awareness

To recognize that workers need specialized training.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

1. Use chart to review physiology of respiration.
2. Give normal respiration rate for different age groups.
3. Give causes of increased or decreased rate and decide what and when to report this rate.
4. Give list of related terms and study text.
5. Go over procedure for counting respirations.
6. Stress importance of counting without patient or partner being aware of it.
7. Students change partners to check accuracy in counting respiration rate. Changing partners aids developing cooperative spirit and acceptance of criticism.
8. Evaluate knowledge of technique and terminology with written quiz (usually combine with other vital signs.)
9. Combine temperature, pulse and respiration into one operation while taking B/P. Practice taking these together until confident of ability to do accurately.

(Continued)

RESOURCES:

Wall chart of respiratory system; Procedures for Practical Nurse; Basic Nursing Text

FOLLOW-UP ACTIVITIES:

Written quiz of technique and terminology for all vital signs; check sheet to evaluate skill in taking TPR and B/P.

Activities Continued:

10. Use check sheet to evaluate skill in taking vital signs.

TEMPERATURE AND BLOOD PRESSURE EVALUATION

1. Wash hands.
2. Assemble equipment.
3. Explain to patient.
4. Check thermometer.
5. Shake down thermometer.
6. Place under tongue.
7. Locate pulse.
8. Use 2-3 fingers.
9. Count pulse.
10. Count respirations unobserved.
11. Wipe thermometer before reading.
12. Record TPR on note pad.
13. Apply B/P cuff.
14. Scale visible.
15. Locate brachial artery.
16. Close valve - inflate cuff.
17. Release air slowly.
18. Record B/P & TPR on Graph sheet.
19. Clean ear pieces, put away B/P equipment
20. Clean Thermometer - put away.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Personal and Vocational Relations

EDUCATIONAL CONCEPT: Application and Resignation of Job

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To develop good work habits.

Decision Making

To recognize that career decisions must correlate with one's goals in life (money, hours, etc.)

Career Awareness

To realize workers need special training and knowledge for most jobs.

Economic Awareness

To realize when needed jobs are in short supply, the pay is higher.

ACTIVITIES:

1. Study textbook.
2. Discuss preparing for a job interview:
    1. Dress - why.
    2. Information required - individual training and capabilities required for job.
    3. Application form
    4. Questions to ask employer - hours of work, days off, sick leave, vacation, pay, advancement, etc.
    5. Special skills of PN qualify student for job.
    6. References - who makes a good one.
    7. Importance of dependability and being on time.
3. Role play interview.
4. Fill out an application form.
5. Role play telephoning for an interview appointment.
6. Write a letter of application for a job.

(Continued on Reverse Page)

RESOURCES:

Personal and Vocational Relations Textbook; application form; telephone simulator

FOLLOW-UP ACTIVITIES:

Student critique; invite guest from personnel office to answer questions study has raised.

Activities Continued:

7. Write a letter of resignation.

8. Students critique each other:

   1. telephone technique
   2. interview
   3. written application
   4. written resignation

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals

EDUCATIONAL CONCEPT: Charting TPR on Graph Sheet

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of a career.

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To learn that human relations skills such as communication are important.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

1. Related information
    1. Chart legal document - court evidence.
    2. Record what was done or not done.
    3. Use blue or black ink - red for pulse or allergies.
2. Show transparency of graph sheet.
3. Pair students with partner - cooperation vital.
4. Take TP[illegible]B/P.
5. Give e[illegible]nt a graph sheet.
6. Stress [illegible]ing good habits in work situation and develop confidence in ability to take vital signs correctly.
7. Stress chart as a method of communicating patient condition with physician and co-workers.
8. Check and correct charting information on graph sheet.

RESOURCES:

Basic Nursing Text; Procedure Book; Transparency of graph sheet; individual graph sheets; thermometers; stethoscopes and sphygmomanometers.

FOLLOW-UP ACTIVITIES:

Next introduce admission procedure.

CAROLINA HOSPITAL

Stamp with Addressograph

Date							
Hospital Day							
Day P.O. or P.P.							
Hour	A. M. 4 8 12 P. M. 4 8 12	A. M. 4 8 12 P. M. 4 8 12	A. M. 4 8 12 P. M. 4 8 12	A. M. 4 8 12 P. M. 4 8 12	A. M. 4 8 12 P. M. 4 8 12	A. M. 4 8 12 P. M. 4 8 12	A. M. 4 8 12 P. M. 4 8 12

Chart Pulse in Red	Chart Temperature in Blue
150	106°
140	105°
130	104°
120	103°
110	102°
100	101°
90	100°
80	99°
	Normal
70	98°
60	97°
50	96°

Respirations							
R.P. S							
D							
Height Weight							
Stools - Urine							
Diet							
Allergies							
Treatments							

GRAPHIC CHART

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Admission Procedure

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To be competent in the verbal and written analysis.

Educational Awareness

To learn that human relations skills such as communication are important.

Social Awareness

To appreciate the fact that customs, traditions and attitudes of society effect the world of work.

ACTIVITIES:

1. View Trainex film on admission.
2. Develop concern for patient as an individual with worth and dignity. Use his/her name, respect his/her background, customs, traditions.
3. Explain to patient hospital routine and equipment. Individual nurse represents whole hospital and impression of concern and courtesy is impression of whole hospital.
4. Assemble sheets to make a patient chart.
5. Write hypothetical information on admission record.
6. Sign and witness permission for treatment.
7. Pair students into "nurse" and "patient".
8. Secure information needed for nurses admission note.
9. Clear communication and explanations so very important for patient cooperation.

(Continued on Reverse Page)

RESOURCES:

Trainex filmstrip Admission; chart backs; chart papers; thermometer; stethoscope; sphygmomanometer.

FOLLOW-UP ACTIVITIES:

Written quiz; evaluation of skill.

Activities Continued:

10. Chart using correct terms, medical forms and good English on nurses admission note. Written communication tells co-workers and physician patient's condition. Chart on graph sheet.

11. Written quiz on admission.

12. Evaluation check sheet.

EVALUATION CHECK SHEET

ADMISSION OF PATIENT

1. Greet, show to patient unit
2. Note date, hour, name
3. How admitted, ambulatory, wheelchair, stretcher
4. Symptoms: objective and subjective
5. Ask about allergies, cortisone
6. TPR
7. B/P
8. Height & weight
9. Specimen to lab
10. Chart information

COLUMBIA HOSPITAL

Time ______________ AM PM ______________________________ (Date)   Addressograph

This ______________________________ (Age/Sex/Race) pt. was admitted to

Room # ______________ via ____________________ from ____________________________

DX: ____

CC: ____

Appearance: ____

____

Vital signs taken and recorded:

Temp ______ BP ________ P __________ R __________ Ht. ____________ Wt. ____________

Allergies: ____

Cortisone: Yes: ________ No: ________ When: ______________

Valuables: (List and disposition of same)   Claimed ( )
None ( )

____

Dr. ______________________ notified of pt.'s admission and room no. @ ____________ AM PM

an orders obtained ( )   Dr. will call orders in ( )

Orders came with pt. ( )

Routine lab work: Blood: ( ) ordered
( ) done

Urine: Spec. sent to lab. __________
Spec. not sent ____________

Stat lab work ( ) ordered ( ) done

History of any other illnesses (Example - Diabetes) ______________________________

____

Medications now taking (Example - DBI, TD) ____

____

Any difficulty other than present illness that restricts your activities:
(Visual __________, Hearing ________, Speaking ___________, Ambulating __________)

Dr. __________________________ visited @ __________________ A, PM

Nurses Signature ________________________

NURSES' ADMISSION NOTES

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Structure

EDUCATIONAL CONCEPT: Digestive System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To develop healthy work habits of dependability and responsibility.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness
To understand the law of supply and demand.

ACTIVITIES:

1. Introduction:
    1. Good study habits, developing responsibility for own actions vital to success.
    2. Anatomy basic to many health careers - essential to nursing.
    3. Many different jobs in health careers.
    4. Better paying jobs with better preparation.
    5. Fewer people with skill - higher the pay.
2. Outline on blackboard while discussing digestive system.
3. Use wall chart to locate parts.
4. Use transparencies.
5. Movie health department - "Human Body: Digestive System"
6. Answer questions in workbook.
7. Label diagram.

(Continued on Reverse Page)

RESOURCES:

Blackboard; text; workbook; transparency; wall chart; film from S. C. Department of Health and Environmental Control

FOLLOW-UP ACTIVITIES:

Written test.

Activities Continued:

8. Demonstration of enzymes

   1. Eat soda cracker - after taste sweet due to digestion of starch to sugar.
   2. Rennet tablet in milk - congeals like rennin digestion of milk protein.
   3. Oil drops on water - shake hard. Make fine droplets like bile emulsified fat.

9. Write terms on slip of paper; place in bowl; draw one; define or locate.

10. Written quiz on structure and function - including tracing a bite of food through the digestive system.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Bed Making

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of career choice.

Attitudes & Appreciations

To develop healthy work habits of dependability and responsibility.

Decision Making

To recognize that decisions have cause and effect.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To be able to accept criticism.

(Continued on Reverse Page)

ACTIVITIES:

1. Show equipment needed. Decide what to get from supply closet and get all equipment at one time.
2. Follow steps in procedure book.
3. Demonstrate bed making procedure.
4. Students practice in pairs - one checks and offers criticism.
5. Conservation and economy of materials affect patient costs.
6. Learn good work habits - easier to learn correct way.
7. Hospital method of bed making stresses economy of nurse's time and energy.
8. Develop self confidence in bed making skill.
9. Skill necessary in nursing career and to prevent decubitus ulcers in patient.
10. Evaluate skill in bed making using check sheet.

RESOURCES:

Linen; procedure book

FOLLOW-UP ACTIVITIES:

Evaluation check sheet.

Elements and Element Objectives Continued:

Economic Awareness

To apply knowledge of economic responsibility to career decisions.

EVALUATION CHECK SHEET

UNOCCUPIED BED MAKING

1. Wash hands
2. Assemble linen
3. Lock bed
4. Place chair to hold linen
5. Arrange linen in order of use
6. Raise bed - flatten
7. Handles of bed folded in
8. Cover mattress with pad
9. Unfold bottom sheet - right side up
10. Tuck head - miter corner
11. Tuck side - head to foot
12. Fold draw sheet right side up - tuck
13. Opposite side - tuck head - miter corner
14. Tuck head to foot
15. Tuck draw sheet tight
16. Unfold top sheet; wrong side up; centered
17. Spread centered
18. Tuck top sheet and spread; miter corner
19. Opposite side - spread and sheet tuck; miter corner
20. Turn top of sheet down over spread
21. Pillow in case; pleat to fit
22. Place pillow - open end away from door
23. Over all appearance
24. Good body mechanics
25. Used reasonable speed

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Structure

EDUCATIONAL CONCEPT: Circulatory System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Economic Awareness

To know that most people spend their lives serving or in service of others.

ACTIVITIES:

1. Good study habits equal success and satisfaction in school work.
2. Nurses must "care about people" first then the pay check.
3. Safe nursing care depends on a foundation of anatomy and physiology.
4. All body systems interrelated and vital to life.
5. Locate structures of circulatory system and explain function using charts and transparencies.
6. Examine model of heart.
7. View filmstrip.
8. Work book exercises to label parts of heart and major blood vessels.
9. Trace drop of blood through heart to finger and back to heart.
10. Play tic tac toe game with terminology.

(Continued)

RESOURCES:

Wall charts; Tweedy Transparencies; model of heart; textbook; work book

FOLLOW-UP ACTIVITIES:

Written quiz.

Activities Continued:

11. Evaluate comprehension of structure and function of circulatory system with written quiz.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Structure

EDUCATIONAL CONCEPT: Human Blood

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career.

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Decision Making

To apply the decision making process to home and social problems.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To assume responsibility.

(Continued)

ACTIVITIES:

1. List composition of blood.
2. Compare normal and abnormal constituents.
3. View transparency of blood cells.
4. View transparency of blood types.
5. Make slide of blood and look under microscope (attached).
6. Check own hemoglobin using Tolquist Scale.
7. Evaluate results of hemoglobin - relate to diet to correct anemia - is diet adequate, if not, what can be done.
8. Identify own blood type - ability to test blood helpful in doctor's office, clinic or hospital lab. New technology brings new techniques with new jobs.
9. Written test on composition blood, terminology and diet for blood deficiencies.
10. Visit hospital blood bank or Red Cross blood bank.

RESOURCES:

Tweedy Transparencies; microscope; slides; Tolquist Scale

FOLLOW-UP ACTIVITIES:

Written quiz. Visit hospital blood bank or Red Cross or participate in bloodmobile.

Elements and Element Objectives Continued:

Economic Awareness

To be alert that technological progress changes, eliminates and creates work.

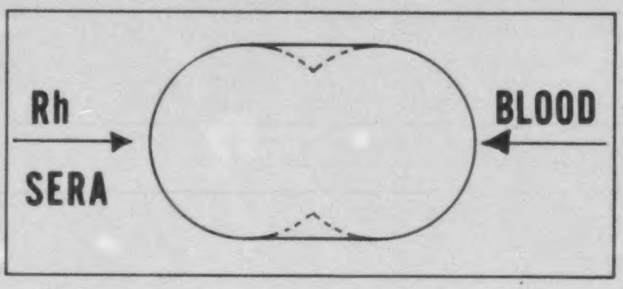
BLOOD TYPING SLIDE CARD

ANTI **A** (BLUE)	ANTI **B** (YELLOW)

INTERPRETATION OF REACTIONS

CLUMPING WITH SERUM		BLOOD TYPE
ANTI-A	ANTI-B	
–	–	O
+	–	A
–	+	B
+	+	AB

Rh BLOOD TYPING SLIDE CARD


Rh
SERA
BLOOD

INTERPRETATION OF REACTIONS

CLUMPING WITH SERUM	Rh FACTOR
+	POSITIVE
−	NEGATIVE

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Personal Health

EDUCATIONAL CONCEPT: Routines of Health

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand everyone is responsible for his/her own actions.

Decision Making

To apply the decision making process to home and social problems.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To identify within the home what is available, needed, wanted, luxury.

ACTIVITIES:

1. Define health - means different things to different people.
2. List characteristics of good health.
3. Tell why personal health valuable to a nurse.
4. Make a poster of personal grooming habits.
5. Keep a record for one week of own routine (i.e., grooming, food, sleep, exercise, recreation.)
6. Note effect of standard of living on routine.
7. Note individual responsibility for health.
8. Do self evaluation of own health and self evaluation of routines.
9. Apply decision making process to results of self evaluation.
10. Re-check routine in one month.

RESOURCES:

Poster materials; Personal Health Textbook

FOLLOW-UP ACTIVITIES:

Self evaluation; re-check routine in one month.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Personal Health

EDUCATIONAL CONCEPT: Feminine Hygiene

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To develop healthy work habits of dependability and responsibility.

Decision Making

To apply the decision making process to home and social problems.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Use chart to locate female reproductive organs.
2. Describe function of these organs.
3. Relate hormone balance to menstrual cycle.
4. Film health department "Story of Menstruation".
5. List and define related terms.
6. Tell effect of personal health routine on menstruation.
7. Practicing good health routine makes a well and dependable worker.
8. Explain contraceptive measures - a nurse is often in role of health teacher.
9. List 7 danger signals of cancer and importance of regular physical check ups. Stay well - able to be financially independent.
10. Written quiz.

RESOURCES:

Wall chart; film "Story of Menstruation", State Health Department

FOLLOW-UP ACTIVITIES:

Written quiz.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing

EDUCATIONAL CONCEPT: Sterile Dressing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career.

Attitudes & Appreciations

To understand the need to make a meaningful career choice. Personal values relate to choice.

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To understand that the work a man does tells more about him/her that is significant than any other item of information.

(Continued on Reverse Page)

ACTIVITIES:

1. Discuss principles of asepsis.
2. Definitions of items - special training and knowledge are necessary for nursing.
3. Understand the patient's need for privacy.
4. Understand his/her fear of disfigurement.
5. Nurse must be a "caring person". Individual values effect choice of nursing career.
6. Necessary to conserve supplies to aid patient costs.
7. View Trainex.
8. Demonstration of technique for sterile dressing.
9. Students have partner to practice with.
10. Develop "sterile conscience". Decide when sterile-when contaminated.

RESOURCES:

(Continued on Reverse Page)

Trainex film "Sterile Dressing"; supplies - towels, cotton, hemostats, dressing, med. cup, cleansing agent, pick up forceps.

FOLLOW-UP ACTIVITIES:

Written quiz; evaluation of skill using check sheet.

Elements and Element Objectives Continued:

Economic Awareness

To apply knowledge of economic responsibility to a career.

Activities Continued:

11. Written quiz.

12. Evaluate skill in sterile technique using check sheet.

EVALUATION CHECK SHEET

STERILE DRESSING

1. Wash hands
2. Assemble equipment — 1 pkg. towels
   instruments with cotton, med. cup, dressing
   tape, newspaper, gloves, forceps
3. Arrange supplies
4. Place newspaper for soiled dressing at foot of bed
5. Cut tape
6. Remove dressing
7. Wash hands
8. Open sterile towels
9. First flap away; last flap toward nurse
10. Pick up towel by corner
11. Open without touching uniform or shaking
12. Place on tray coming toward nurse (2 towels)
13. Place supplies on sterile field using forceps
14. Handle forceps correctly - tip down - not touch rim
15. Pour solution
16. Put on gloves
17. Use hemostat to clean wound
18. Clean mid wound to edge; repeat
19. Discard used sponges
20. Place dressing
21. Remove gloves
22. Apply tape
23. Return equipment
24. Chart

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Nutrition

EDUCATIONAL CONCEPT: Choosing a Balanced Diet

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To appreciate the fact that customs, traditions and attitudes of society affect the world of work.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. List the Basic Four Food Groups and explain how to use as a diet guide - must be responsible for own actions.
2. List food eaten in last 24 hours. Not only know what should be eaten but actually eat it.
3. Film "What You Eat You Are"
4. Discuss food costs - stress importance of spending food dollar wisely for best nutrition.
5. Developing good eating habits gives energy for work.
6. List aids to shopping and planning.
7. Bring newspaper ads to aid in decision making process involved in planning balanced meal.
8. Customs and tradition effect choice of food for student and hospitalized patient.

(Continued)

RESOURCES:

Movie "What You Eat You Are" USC; Textbook, Howe: Basic Nutrition for Practical Nurses; newspaper

FOLLOW-UP ACTIVITIES:

Check again in two weeks to see if eating habits have changed.

Activities Continued:

9. Carry out planning by shopping, preparing, and serving balanced dinner to family at home.

10. Check back in two weeks to see what students have eaten in 24 hours to see if eating habits have improved.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Community Health

EDUCATIONAL CONCEPT: Microbiology

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit.

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. Special knowledge is needed in nursing
    a. discuss importance of microbiology in nursing
    b. list beneficial and harmful organisms
    c. prepare slide of mold and yeast and examine under microscope
    d. examine purchased slides

2. Discuss economic effect of illness on a family.

3. Work effects standard of living and also health. Some jobs are health hazard.

4. Each person must make many decisions that effect health.
    a. list route of entry of organisms into body
    b. give methods of controlling micro-organisms
    c. allow students to contaminate petri dishes containing culture media to see if organisms will grow.

5. Visit hospital lab to learn of diagnostic tests and identification of organisms done there.

6. Written test.

RESOURCES:

Hasler; personal, home and community health; microscope; slides; purchased prepared slides; moldy bread; yeast; petri dishes containing sterile culture media

FOLLOW-UP ACTIVITIES:

Visit hospital lab; written test.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Feeding the Patient

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career.

Attitudes & Appreciations

To know that the ability to perceive the environment effects one's attitude toward work.

Decision Making

To know the components of the decision making process.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

1. Discuss different types of hospital diets; knowledge of nutrition and diet therapy is necessary in nursing.

2. View filmstrip "Feeding the Patient" - shows step by step how to do the procedure - special training is needed in nursing. Pair students - nurse-patient.

3. Prepare patient - environment effects attitude
    a. patient's emotional and physical condition effect eating.
    b. arrangement of room effects environment.
    c. way patient acts will effect nurse.

4. Record on nurses notes - decide what and how to chart.
    a. preparation of patient
    b. type of diet
    c. assistance needed
    d. tolerance to diet
    e. time served

5. Self evaluation - understand how it feels to be fed.

6. Teacher criticism and correction of feeding technique and charting on nurses notes.

RESOURCES:

Trainex filmstrip: "Feeding the Patient", nutrition text; dishes; food

FOLLOW-UP ACTIVITIES:

Discuss self and teacher evaluations.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Personal Health

EDUCATIONAL CONCEPT: Routines for Dental Health

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career.

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To know that work is a means of developing social relationships.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1. Gain special knowledge for nursing by using wall chart and transparency to learn anatomy of tooth.
2. List routines for dental health - factors needed for decision making process: diet, brushing, using floss, visit dentist.
3. Discuss problems resulting from poor care: a) economic effect of problems; b) effect of poor care on appearance, co-workers, work.
4. View filmstrip to develop skill for self and to teach others. A nurse is always a teacher.
5. Practice using correct technique to brush the teeth. Practice gives self confidence.
6. Check each other and chew a disclosure tablet to check skill. Need to accept criticism and direction.
7. Written teacher made test on anatomy, routines, problems from poor care and technique in brushing.

RESOURCES:

Personal Health Textbook; filmstrip; toothpaste; tooth brushes; Tweedy Transparency of Teeth; wall chart

FOLLOW-UP ACTIVITIES:

Written test.

GRADE OR IGE UNIT: 12

SUBJECT: Practical Nursing - Fundamentals of Nursing

EDUCATIONAL CONCEPT: Body Mechanics

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To understand that the work a man does tell more about him/her that's significant than any other item.

Social Awareness

To understand the need for cooperation in the completion of tasks.

(Continued on Reverse Page)

ACTIVITIES:

1. View Trainex filmstrip "Lifting and Moving Patients" or Southern Bell "Facts About Backs"
2. Discuss principles of lifting and moving. Special skill and knowledge are needed to perform nursing acts.
3. It is important to get the cooperation of the patient when possible and sometimes cooperation of co-workers is needed.
4. Nursing is a career of service - doing for others tasks they cannot do for themselves.
5. Appreciate all forms of work - some nursing tasks may seem menial but are very necessary.
6. Protecting self from injury prevents loss of time from work.
7. Nurse must be a caring person. Touch tells much about feeling and concern for a patient.

(Continued on Reverse Page)

RESOURCES:

Trainex filmstrip "Lifting and Moving Patients"; Southern Bell Telephone movie "Facts About Backs"

FOLLOW-UP ACTIVITIES:

Critique of student use of body mechanics. Continue to use proper mechanics in doing nursing acts in future.

Elements and Element Objectives Continued:

Economic Awareness

To know that most people spend their lives serving or in the service of others.

Activities Continued:

8. Treat each patient as an individual with dignity and worth and feel self dignity in job well done.
9. Practice proper use of mechanics in a) lifting and moving equipment; b) gatching bed; c) turning patient; d) moving patient up in bed; e) moving patient on and off stretcher.
10. Evaluate student use of body mechanics in regard to items listed above.
11. Continue to use proper mechanics in future nursing acts.

GRADES 10-12
TRADE AND INDUSTRY

PROFITS
BUSINESS AND IND
DEPEND ON PEOPLE

GRADE OR IGE UNIT: 12

SUBJECT: Trade and Industry

EDUCATIONAL CONCEPT: Job Application and Interview

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Decision Making

To be competent in the verbal and written analysis of alternatives.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To recognize that a person may be suited for numerous different occupations.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

(Continued on Reverse Page)

The students should acquire some insight in to what kind of work he/she wants to do.

The students should be able to locate potential jobs in the career of his/her choice.

The student should be able to represent himself/herself well in both the written and verbal parts of a job interview.

The student should know the value of a neat appearance during a job interview.

The student should know his/her abilities as well as his/her weaknesses.

1. Use as an outline the S. C. Department of Education pamphlet locating and securing a job.
2. Explain that before one is to go out in search for a job that he/she should first decide what kind of a job he/she is mostly interested in and what his/her qualifications are.
3. Discuss various ways that one can locate jobs using available free assistance from local publications and governmental agencies.
4. Explain that one should always find out as much as possible about a prospective job and the company before appearing for an interview.

(Continued on Reverse Page)

RESOURCES:

Pamphlet "Locating and Securing a Job" S. C. Department of Education, personal data sheets, video-taped job interviews

FOLLOW-UP ACTIVITIES:

Activities Continued:

5. Go over methods of writing letters of application and letters of introduction.
6. Discuss the importance of being neat and well groomed for an interview.
7. Discuss the process of actually filling out an application stressing neatness, correctness, and completeness. Have several applications on hand from local firms.
8. View video-taped interviews illustrating the correct and incorrect interview techniques.
9. If time and resources permit have each student video-taped and critiqued.

Elements and Element Objectives Continued:

Economic Awareness

To understand the law of supply and demand (it helps determine occupational choice.)

GRADE OR IGE UNIT: 10, 11, 12

SUBJECT: Trade and Industry

EDUCATIONAL CONCEPT: The Metric System

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To comprehend the tools of business (to be able to read and interpret tables, graphs, charts used by consumers.)

ACTIVITIES:

The students should recognize and acknowledge the need for a universal system of measurements and that the metric system will be that system.

The students should be able to identify different units of measurements that are the basis for metric units of measurements.

The students should be able to use the Greek and Latin prefixes to reduce or expand metric measurements.

The students should know the manner in which metric base units are calculated.

1. Briefly explain the history of the various measuring systems and how unscientifically they were based. Show how difficult international commerce and communication results from the use of different systems of measurements.
2. Explain that the decimal is the uniform scale of relationship between all metric units of measurement. Explain that the meter is the principle unit of measurement and that all metric measurements are directly tied to the meter as it relates to distilled water at its greatest density (39.2 degrees Fahrenheit at sea level.)

(Continued on Reverse Page)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

3. Unit of Length: Explain how the meter is subdivided and expanded.

4. Unit of Surface: Explain how square meters are used to measure surface areas.
   a) the are.
   b) the hectare.
   c) square meters.

5. Unit of Volume: Explain how the cubic meter is the basis for all measurements for volumes.

6. Unit of Capacity: Explain that the leter is the basic unit for measuring volume and how the leter relates to the cubic meter.

7. Unit of Weight: Explain that the gram is the basic unit for measuring weights and how it relates to the leter and the cubic meter.

8. Briefly explain that modern scientists all over the world use the metric system because of its preciseness and ease of application.

9. Comparing and Converting: Explain that conversion to the metric system is ultimate and that the two systems must be used simultaneously for a brief transition period.

10. Charts and Graphs: Display metric charts and explain conversion from English Standard to Metric and vice versa as a necessity during the transition period. (Use conversion tables, charts, calculators, etc.)

11. Test the students on terms and computation to check their ability to comprehend the metric system.

GRADE OR IGE UNIT: 12

SUBJECT: Trade and Industry

EDUCATIONAL CONCEPT: Use of semi-precise and precise measuring devices

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Economic Awareness

To comprehend the tools of industry.

ACTIVITIES:

The students should be adapt at using both the fractional and decimal measuring systems.

The students should be able to identify and use basic semi-precision measuring devices.

The students should be able to identify and use basic precise measuring devices.

1. Discuss both semi-precision and precision measuring systems.
   - A. English system of linear measurement. (Inches and fractional system)
   - B. Decimal system of reading measurements.

2. Semi-precise measuring instruments.
   - A. Steel Rule
   - B. Short-length Rule
   - C. Tape Rule
   - D. Hook Rule
   - E. Rule Depth Gage
   - F. Slide Caliper
   - G. Combination Set

(Continued on Reverse Page)

RESOURCES: Steel Rule, Caliper Set, Micrometer Set

FOLLOW-UP ACTIVITIES:

Activities Continued:

3. Contact measuring: Set measuring device by the rule or transfer measurement from object to rule. Practice measurements by feel of touch to acquire skill in use of devices. Outside and inside measurements.

4. Precision Measuring Instruments:
   A. Micrometer Caliper - study uses of and parts.
   B. Inside micrometer
   C. Micrometer Depth Gage
   D. Vernier Caliper

5. Have students use as many of these measuring devices in order to become familiar with measuring different shapes and forms. Examine student's precision and knowledge of measuring and measuring devices.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: Trade and Industry

EDUCATIONAL CONCEPT: Manufacturing Process - Metal

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know jobs necessary to maintain the community.

ACTIVITIES:

The students should become familiar with the manufacturing process from design through manufacturing, marketing and servicing.

1. Metal Casting:
   A. Sand Molds
      1. Types of products produced
      2. Models and packing of sand
      3. Pouring and removing solidified product for processing

   B. Metal Casting
      1. Iron and steel molds (non-ferrous)
      2. Bronze molds (allows of low melting temperatures)
      3. Advantages over sand
         a. permanent
         b. smoother finish
         c. stronger castings free of blow-holes (more expensive)
         d. mold construction and cores

   C. Hot Working Mechanical Processes
      1. Metals worked at high temperatures (above annealing temperature)
      2. Improves physical structures of metals

(Continued on Reverse Page)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

3. High temperatures make available several different processes.
    a. Rolling
    b. Forging
    c. Upsetting or Drawing
    d. Extruding
    e. Pipe welding

D. Cold Working
   1. Gives a finished or refined dimension to hot rolled materials.
   2. Stamping procedures
   3. Cold rolling - finishing and tolerancing
   4. Cold drawing - thin wall and finished tubes, wire, bars, and rods
   5. Cold forging - from wire stock, rapidly rivet heads, bolts and screws, ball bearings, etc.

2. Visit vocational shops within the school where patterns, models, and molds are produced. Also visit local industry. Locate and view films (from industrial sources) that demonstrate these manufacturing processes.

3. Have students in different classes produce a product in the manufacturing process through cooperation. Design, model production, casting, finishing, advertising, marketing, servicing.

GRADE OR IGE UNIT: 10

SUBJECT: Pre Vocational

EDUCATIONAL CONCEPT: Investigations into the World of Work

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

Attitudes & Appreciations

To appreciate all forms of work.

Decision Making

To know that training or pursuing a career choice helps develop who a student really is.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

(Continued on Reverse Page)

The student should be able to name the major areas of production and/or services within the local community.

The students should be aware of the different classifications of careers and their distinctions.

The students should be able to discuss the basic requirements of and prerequisites for jobs of his/her interest.

1. Explain to the students that the purpose of this program is to aid them in becoming aware of their opportunities and their interests.
2. List the names of local companies and on another list what each company's primary product is. Have the students see if they can match the correct company and product together.
3. Have each student locate and bring to class as many different occupations in the local community as he/she can locate. (Use the local newspapers, Directory of Occupational Titles, and Career Cluster.)

(Continued on Reverse Page)

RESOURCES:

Field trips, newspapers, Directory of Occupational Titles and Career Clusters

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Social Awareness

To know that society provides rewards for work.

Economic Awareness

To understand that some workers produce goods while others produce services.

Activities Continued:

4. Discuss the similarities and differences between skilled mechanic and operatives (Degree of repetition).

5. Discuss the similarities and differences between custom occupations and service occupation (design and planning - vs - repair and installation.)

6. Field trip - take students to visit as many different companies in the area as is possible. (It may be best to visit large companies that require the skills of many different occupational titles.)

7. Have students write a short essay on their favorite or anticipated career choice.

GRADE OR IGE UNIT: 10, 11, 12

SUBJECT: Trade and Industry

EDUCATIONAL CONCEPT: Basic electrical principals and circuit diagrams

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To comprehend the tools of industry.

ACTIVITIES:

The student should know the basic principles of electricity and be able to use basic electrical terms to compute electrical systems.

The students should be able to demonstrate their knowledge of basic A.C. and D.C. circuits by preparing simple class demonstration models.

The student should be able to know where to find proper symbols for reading and for drawing circuit diagrams.

Explain that everything is basically electrical (i.e., atoms are neutral, or they are positively or negatively charged.) Explain that atoms either gain or lose electrons to become electrically charged and that charged atoms attract uncharged atoms.

Demonstrate that friction can generate electricity (static.) Rub two objects together (wool-comb; balloon-pants; or any other convenient objects) and show how one will either gain or lose electrons to the other and become electrically charged. One is sometimes shocked when touching a metal object after having walked across a carpeted floor on a cool day. (an exchange of electrons)

Explain that current electricity flows along a conductor from a negatively charged source to a positively charged source. Draw a diagram showing how direct current

(Continued on Reverse Page)

RESOURCES:

Dry cell batteries, copper wire, switches, lights and receptacle, American Standard Association Charts of Electrical Symbols

FOLLOW-UP ACTIVITIES:

Activities Continued:

flows from a dry cell battery's negative pole through a conductor to a light and then returns to the positive pole completing the circuit. Draw a diagram showing an alternating current circuit from a supply source through a conductor, a switch, a light and returning to the supply again.

Present diagrams and views of how a D.C. and an A.C. generator supplies current electricity to a light.

Explain that all materials are conductors of electricity but that some are better than others because of the number of their free electrons. (Some electrons are fixed more rigidly to their atoms than are others.) Draw a simple atom on the board with a verbal description how atoms become ionized.

Explain the basic electrical terms.
1. Volts or electromotive force drives an electric current through a circuit.
2. Ohms or resistance limits or impedes an electromotive force as it moves through a circuit.
3. Amperes are found by the constant of one volt drives one amp through one ohm's resistance.
4. Watts are measurements of electric power in that volts multiplied times amps is equal to watts. (a kilowatt is 1,000 watts.) (1,000 watts = 1.34 horsepower or 1.00 horsepower equals .746 kilowatts)

Circuit Diagrams

1. Complete circuit diagrams - all wires shown and apparatus are represented by symbols.
2. One line diagrams - indicates apparatus and how they are connected in relations to one another.
3. Schematic diagrams - simplest manner of indicating the connections of devices, switching and control equipment.
4. Symbols: - American Standards Association
   a. Electric power and control
   b. Telephone, telegraph and radio
   c. Architectural plans

Student Participation

1. Have students learn and express their knowledge of basic terms and principles.
2. Have students prepare simple demonstrations of A.C. and D.C. current.
3. Have students use symbol charts to produce several electrical circuit diagrams.

GRADE OR IGE UNIT: 11

SUBJECT: Trade and Industry (Drafting)

EDUCATIONAL CONCEPT: Geometric Constructions (Applied Geometry)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

To be able to solve school related problems.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To understand that all jobs are dependent upon other jobs.

(Continued On Reverse Page)

ACTIVITIES:

The student should be able to use his/her drawing instruments well enough to construct simple lines, arcs, parallels and tangents.

The student should know the terms lines, points, arcs, parallel, perpendicular, intersect, and tangent.

The students should be able to recognize constructions and be able to reproduce them from memory.

The students should be able to solve problems using geometric constructions.

a. History of geometry. Geometry used by pre-historical ancient orientals (Assyrians and Babylonians) to lay out cities. The Egyptians' primary use was as a means of land surveying. The Greeks were the first to theorize geometry and it is this theory that we will explore to define points, lines (curved and straight) planes and later surfaces (ruled, plane, single-curved, and warped surfaces.)
b. Describe how points, lines (curved and straight) and planes are represented in different views.

(Continued on Reverse Page)

RESOURCES:

Geometric Figures and Solids

FOLLOW-UP ACTIVITIES:

Provide 5 to 10 problems from text material which require the direct application of the constructions just learned. (e.g., apply newly acquired skills immediately to illustrate their values.)

Elements and Element Objectives Continued:

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

Activities Continued:

c. Basic Geometric Constructions. (Like the Greeks we will use only compass and unmarked straight edges.)
    1. Bisect a line.
    2. Bisect an arc.
    3. Bisect an angle.
    4. Divide a line into any number of equal parts.
    5. Draw parallel straight lines.
        a. at a given distance
        b. through a given point
    6. Draw parallel curved lines.
    7. Locate the center of a circle.
    8. Draw an arc through three given points.
    9. Draw a line tangent to two lines.
        a. at right angles
        b. not at right angles
    10. Draw an arc tangent to a straight line and another arc.
    11. Draw tangent arc.
        a. External
        b. Internal
    12. Draw a straight line tangent to two circles.
    13. Draw a straight line tangent to a circle.
        a. Through a given point on the circle
        b. Through a given point outside the circle
    14. Draw a reverse or ogee curve.
    15. Draw a regular polygon.
    16. Draw a hexagon.
        a. Given distance across flats
        b. Given distance across corners
    17. Construct an ellipse.
        a. Foci method
        b. Trammel method
        c. Four center method
        d. Concentric circle method
        e. Parallelogram method

d. Divide constructions into two groups and test separately.
e. Give demonstrations of and cite future application for using these constructions.
f. Other constructions will be assigned as additional material is covered.

GRADE OR IGE UNIT: 10 - 11

SUBJECT: Pre-Vocational II

EDUCATIONAL CONCEPT: Reading the Architectural Scale

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To appreciate all forms of work (e.g., to recognize the dignity inherent in all jobs.)

Educational Awareness

To acquire the basic skills and habits found in the working world.

Career Awareness

To understand the relationship between attitudes and values and different careers.

Social Awareness

To understand the need for cooperation in the completion of tasks.

(Continued On Reverse Page)

ACTIVITIES:

The student should be able to use an architectural scale to read blue prints and to produce both scaled and full sized drawings.

a. Give each student a triangular architect's (fractional) scale.
b. Briefly explain that the 16 scale is simply the division of an inch into 16 equal parts and that 16 sixteenths equals one inch. Explain that when one reads a measurement using the 16 scale that he/she must reduce all fractions to their lowest common denominator.
c. Using a demonstrator scale explain the use of the open divided portions of the scale.
    1. Explain how similar fractional scales may utilize the same space on an architect's scale (e.g., how markings on the 1/4" = 1'-0" scale are usable as markings on the 1/8" = 1'-0" scale.)
    2. Explain that the fully divided portion on each scale represent inches or parts when producing or reading a scaled drawing.
d. Give each student a sheet of paper and have each student draw lines of specific lengths using the 16 scale and each of the scaled parts of the architectural.
e. Check each student's work and aid these students who need further instruction. For individualized study allow students to use slide presentation "Reading the Architect's Scale."

RESOURCES: Architectural scales, demonstrator scale, "Reading the Architect's Scale" (State Department of Vocational Education)

FOLLOW-UP ACTIVITIES:

Use the architectural scale to produce full sized on scaled drawings of simple objects from text.

Elements and Element Objectives Continued:

Economic Awareness

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer.)

GRADE OR IGE UNIT: 11

SUBJECT: Drafting

EDUCATIONAL CONCEPT: Drawing Techniques

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Career Awareness

To relate home and school jobs to community functions.

Social Awareness

To be able to accept criticism and direction.

ACTIVITIES:

The student should recognize and acknowledge the value of using standardized techniques and symbols in the industrial and construction community.

The student should be able to use proper sheet sizes and be able to center drawings within the limits of his/her drawing surface.

The student should become familiar with his/her drawing instruments and exhibit adequate skills in producing both simple and complicated views.

The student should know the alphabet of lines and be able to produce consistent and neat line work.

The student should be able to read both the architectural and the civil engineers scale.

The student should be able to combine his/her knowledge of basic geometric construction and drawing techniques in producing technical drawings.

1. Acquaint the students with their personal drawing instruments and their functions.
    a. Large and small bow compass - draw circles and arcs.
    b. Drop bow compass - draw small circles.

(Continued on Reverse Page)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

- c. Divider - lay off or transfer measurements.
- d. Inking attachments - do not attempt inking at this point.

2. Acquaint the students with both the parallel bar and the drafting machine.

3. Acquaint the students with their drawing accessories:
   - a. Triangles (45^o) and (30^o - 60^o) - construct and build angles.
   - b. Irregular curve - draw curved lines.
   - c. Lettering guide - draw guide lines and print a few words.
   - d. Protractor - discuss, demonstrate, and plot angles.
   - e. Mechanical pencil - sharpening for thick, medium, and thin lines.
   - f. Erasing shield
   - g. Brush

4. Acquaint students with various sheet sizes (A, B, C, D, etc.) and have each student construct a sample border line and title block.

5. Acquaint the students with the standardized alphabet of lines and have each student reproduce the illustration from the text.

6. Assign several problems from text which require geometric construction skills and enforce proper drawing techniques. (Use both architectural and civil scales.)

GRADE OR IGE UNIT: 11

SUBJECT: Drafting I

EDUCATIONAL CONCEPT: Drawing Isometric Projections

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work. (The job may be school.)

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To know that work is a means of developing social relations (i.e., acquiring social status and prestige.)

(Continued on Reverse Page)

ACTIVITIES:

The student should be able to interpret correctly regular orthographic views and visualize the object in 3-Dimension.

Students should be able to produce simple isometric projections using isometric lines, non-isometric lines, and isometric circles.

a. Review the primary orthographic views and their association to each other.
b. Explain the tasks involved in learning to visualize objects in three-dimension a set of orthographic views. (Use wood blocks cut to specifications from orthographic problems previously assigned.)
c. Demonstrate on the chalkboard how isometric projections are based on three Axis lines. Draw a simple isometric projection using a simple problem previously assigned under orthographic projections. Demonstrate the use of isometric lines and show how they are associated with the axis lines.
    1. Have each student duplicate, at his/her desk, the object demonstrated on the board.
d. Demonstrate, on the chalkboard, the use for and the method of drawing non-isometric lines. Show how non-isometric lines are not shown in their true length and that one cannot accurately scale a non-isometric line.
    1. Have each student duplicate, at his/her desk, the object demonstrated on the board.

(Continued on Reverse Page)

RESOURCES:

Have wood blocks cut to produce objects used to illustrate features of an isometric drawing.

FOLLOW-UP ACTIVITIES:

Assign several problems from text material to utilize skills learned in producing isometric lines, non-isometric lines, isometric circles, and isometric arcs and radiuses.

Elements and Element Objectives Continued:

Economic Awareness

To comprehend the tools of business (i.e., to be able to read and interpret tables, graphs, and charts used as a consumer.)

Activities Continued:

e. Demonstrate, on the chalkboard, how cylinders, holes, and radiuses become ellipses when tilted to the picture plane. (Have several objects that can illustrate revolved circular features.) Demonstrate how an elliptical feature can be shown as an isometric circle (a variation of the four center ellipse) or a part of an isometric circle.
   1. Have each student produce a drawing requiring the utilization of an isometric circle positioned in all three of the primary positions (top, right side, and left side.)

GRADE OR IGE UNIT: 10

SUBJECT: Pre-Vocational II (Drafting)

EDUCATIONAL CONCEPT: Multi-View Drawings

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To realize that if work allows a person to exercise his/her positive self concept and meets his/her needs, then his/her performance will increase.

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To understand that knowledge or skills which are transferable will facilitate retraining.

Career Awareness

To understand that the work a man/woman does tells more about him/her that is

(Continued on Reverse Page)

ACTIVITIES:

Students should know the general functions of an engineering drawing and the essential parts to achieve that purpose.

Students should know the standard arrangement of views and how they facilitate projection from one view to another.

The students should be able to produce simple three view drawings from dimensioned pictorial sketches.

a. Explain the need for engineering drawing as a means of communicating with mechanics, craftsmen, laborers, businessmen and consumers.

b. Pass out several engineering drawings so that each student may have an opportunity to see an actual product of an engineering department.

c. Explain the basic concepts of object representation and the association of views.

d. Hand out sheet of multi-view drawings which have lines missing on one or more views and explain the methods for solving which lines are missing.

(Continued on Reverse Page)

RESOURCES:

Obtain several sets of plans (architectural - civil - mechanical - etc.) for student inspection. Film: 16 MM - "Orthographic Projections" French's Engineering Series - McGraw-Hill Book Company.

FOLLOW-UP ACTIVITIES:

Prepare several orthographic projections (multi-view drawings) from text. (By students)
Test: Provide several multi-view drawings with missing lines and have students provide the missing lines.

Elements and Element Objectives Continued:

Career Awareness

significant, in this culture, than any other single item of information.

Economic Awareness

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer.)

Social Awareness

To understand the need for cooperation in the completion of tasks.

Activities Continued:

1. Projection
2. Visualization
3. Cutting away of object

e. Show film on "Orthographic Projections" as correlated with French's Engineering Series. (McGraw-Hill Book Company)

GRADE OR IGE UNIT: 11

SUBJECT: Drafting I

EDUCATIONAL CONCEPT: Oblique Projections

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To know that work is a means of developing social relations.

ACTIVITIES:

The students should be able to recognize oblique projections and know how they differ from axonometric projections.

The students should be able to produce oblique projection views of simple objects.

The students should know both the advantages and disadvantages of oblique projections.

1. Explain that oblique projections are distortions that exhibit elements of both orthographic views and axonometric views.
2. Identify the three types of oblique projections and show how they are similar and different while each achieves a different affect.
   a. Cavalier projections
   b. Cabinet projections
   c. General oblique projections
3. Explain and demonstrate how circles and arcs are represented in oblique projections.
4. Assign several problems from the text materials to test the students' ability to produce simple drawings of each type of oblique projections.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: Drafting I

EDUCATIONAL CONCEPT: Perspectives

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

Social Awareness

To know that work is a means of developing social relations.

ACTIVITIES:

The students should be able to recognize the different types of perspective drawings.

The students should be very knowledgeable of the elements for producing perspectives and their proper association.

The students should be able to accurately produce parallel, angular, and three point perspectives of simple objects.

The students should be familiar with free hand sketching as a means of "field sketching" for later use in the office.

1. Explain what a perspective drawing is and what it does for representing objects or settings.
2. Name the types of perspectives and demonstrate how they utilize receding lines to simulate depth.
    - A. Parallel perspectives
    - B. Angular perspectives
    - C. Three point perspectives
3. Name and explain the elements necessary to produce a perspective drawing.
    - A. Picture plain
    - B. Ground line

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

- C. Horizon line
- D. Station point
- E. Vanishing points
- F. Visual ray lines

Explain the requirements location of and associations between all of these elements.

4. Assign several simple objects for each student to produce all three types of perspectives. Prepare a brief exam to test the students' ability to recognize and associate the elements for producing perspective views.

5. View film on "Pictorial Sketching" (McGraw-Hill Book Company).

GRADE OR IGE UNIT: 12

SUBJECT: Drafting II

EDUCATIONAL CONCEPT: Sectional Views

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To acquire the basic skills and habits found in the working world.

ACTIVITIES:

The students should be able to explain the necessity of drawing sectional views of some objects or machines.

The students should be able to recognize and describe various types of sectional views.

The students should be able to produce drawings of all types of sectional views.

The students should be able to recognize which type of sectional view would best illustrate a particular object.

I. Explain the various types of problems that arise causing regular orthographic views not to be able to clearly describe an object.
    1. Give students a handout which names and describes the different types of sectional views available for better description of complicated objects.
    2. Explain the symbols used to identify sectional views.
        a. Cutting plain line
        b. Sectional lines
        c. Break lines
        d. Hidden lines

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

2. Explain how regular rules of projection may be misleading and give demonstrations as to how these practices may be changed for better understanding.
    1. Bolts and nuts
    2. Ribs and webs
    3. Shafts and pins
    4. Foreshortening and revolving

3. Assign several problems from text that require the students to utilize knowledge and skills involving selection and production of sectional views.

4. Film - "Sections and Conventions" McGraw-Hill Book Company

GRADE OR IGE UNIT: 12

SUBJECT: Drafting II

EDUCATIONAL CONCEPT: Auxiliary Views

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (i.e., dependability and responsibility in a variety of settings.)

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To acquire the basic skills and habits found in the working world.

ACTIVITIES:

The students should be able to produce engineering drawings that fully describe objects which have inclined surfaces.

The students should be able to produce simple primary and auxiliary views.

The students should be able to properly recognize and interpret engineering drawings containing auxiliary views.

1. Explain that certain objects have surfaces that are inclined to the plains of projections of all normal orthographic views and consequently auxiliary views are necessary to accurately describe their true shapes.

2. Primary auxiliary views - explain that some auxiliary views are perpendicular to one of the principle views. Give examples of primary auxiliary views and show students how they are produced. a) frontal; b) top; and c) side auxiliary views. After explanations and demonstrations show movie on "Single Auxiliaries" (McGraw-Hill Book Company)

3. Secondary auxiliary views - explain that some auxiliary views are oblique to all principle views and that these auxiliary views require the production of a primary auxiliary view which would be perpendicular to both the secondary auxiliary and

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

one of the principle views. Give examples of secondary auxiliaries and demonstrate their construction. After explanations and demonstrations, view film on "Double Auxiliaries" (McGraw-Hill Book Company).

4. Assign several problems from text material and administer a brief test so that the students may demonstrate a working knowledge in auxiliary views.

GRADE OR IGE UNIT: 12

SUBJECT: Drafting II

EDUCATIONAL CONCEPT: Product Design and Technical Illustration

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To understand the need for making a meaningful career choice.

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Economic Awareness

To comprehend the tools of business.

ACTIVITIES:

The student should know the procedures for shading pictorial drawings, and be able to properly shade simple objects.

The students should be familiar with step-by-step procedure methods of producing finished technical illustrations.

The student should be able to produce drawings of simple objects beginning with working drawings and concluding with technical illustrations for assembly or part orientation.

Briefly review the types of engineering drawings commonly used by industry.

1. Orthographic
2. Axonometric
    a. Isometric
    b. Dimetric
    c. Trimetric
3. Oblique
    a. Cavalier
    b. Cabinet
    c. General oblique

(Continued)

RESOURCES:

Technical Illustration - Procedure and Practice, The American Technical Society by Joseph Clifford Gibby, Film "Pictorial Sketching" (McGraw-Hill Book Company)

FOLLOW-UP ACTIVITIES:

Activities Continued:

4. Perspective
    a. Parallel
    b. Angular
    c. Three point

Discuss methods of pencil shading.

1. Locating light source.
2. Locating shaded areas of object.
3. Locating table shadows.
4. Discuss and illustrate methods of shading.
    a. pencil shading
    b. solid line shading
    c. line shading
    d. stippling shading (dot pattern)
    e. use of special shading media

Briefly discuss the method for producing table top perspectives by using a system of fixed reference points.
    a. vanishing points at 42" separation
    b. ground line dropped 12 5/8" below horizon
    c. base of object (perspective cub) 18" right of left V.P.

Briefly discuss the processes and standardizations of technical illustration in publication. Military specifications since World War II have just about become universal specification because so many companies supply governmental contracts.
1. Illustrating for parts catalog - exploded views.
2. Lead page drawings - illustrations for indexed pages to follow. Sub-lead page drawings - further breakdown illustrations.

Briefly discuss the processes for producing a completed illustration.
1. Thumbnail sketch - transfer of a mental image to a visual image on paper quickly. These images usually taken from finished working drawings or actual models.
2 Rough sketch - one quickly draws objects to scale but lacking detail. Clarifying relationship of parts and assembly.
3. Comprehensive layout - used prior to preparing final illustration for detail representation of parts and assembly leaving spaces for notes, blow-up, etc. Drawn in pencil for reproduction and tracing.
    A. Pencil drawing is taken from comprehensive layout.
    B. Ink drawing follows when all questions are answered and all illustrating techniques are worked out.
    C. Choice of materials - drawing pencils, paper, mylars, inks, pattern materials

Have each student locate a product of moderate complication and have him/her produce working drawings, and finished technical illustration drawings using the procedures described in this section. Include materials and parts list.

GRADE OR IGE UNIT: 12

SUBJECT: Drafting II

EDUCATIONAL CONCEPT: Developments and Intersections

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perspective of individual abilities as they relate to career choices.

Attitudes & Appreciations

To appreciate all forms of work (to recognize the dignity inherent in all jobs.)

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

The student should recognize the value of descriptive geometry and be able to recognize and distinguish different surfaces.

The student should be familiar with several different utilizations of pattern making in both industry and home.

The student should be able to produce simple patterns utilizing descriptive geometry.

The student should be able to plot true length diagrams and uses these true lengths to produce patterns for oblique cones.

a. Have students read text material on descriptive geometry to aid in their preparation for producing patterns for sheetmetal and plastic products.
b. Explain the two classifications of surfaces
   1. Ruled surfaces
      a. Planes
      b. Single curved surfaces
      c. Warped surfaces
   2. Double curved surfaces
      a. Sphere

(Continued)

RESOURCES:

Geometric figures and solids - film "Simple Developments" and "Oblique Cones" correlated with French's Engineering Series, McGraw-Hill Book Company

FOLLOW-UP ACTIVITIES:

As an evaluation device, have each student develop several patterns of moderate difficulty which are assigned. Also, allow each student to develop pattern of his/her own design. (Assemble and Display)

Activities Continued:

- b. Torus
- c. Ellipsoid

c. Explain how surfaces can be rolled out and a certain shape or pattern developed. (Show film on "Simple Developments" correlated with French's Engineering Drawing Series, McGraw-Hill Book Company.)

d. Types of surfaces covered in class
1. Truncated square pipe
2. Truncated cylinderical pipe
3. Intersecting cylinders
4. Intersecting square pipe
5. Cylinderical elbows
6. Cones
7. Pyramids
8. Square-to-square transitions
9. Square-to-round transitions
10. Oblique cones
    (Show film on "Oblique Cones" correlated with French's Engineering Drawing Series, McGraw-Hill Book Company.)
11. Y branch

e. End of unit evaluation: Provide several problems to test student's ability to produce plans and patterns for basic items used by consumers or by industry. Allow each student to develop, assemble, and display a product of his/her own design.

GRADE OR IGE UNIT: 12

SUBJECT: Drafting II

EDUCATIONAL CONCEPT: Fasteners

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests, and life style (values).

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity in all jobs.)

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To comprehend the tools of business (be able to read and interpret tables, graphs, and charts.)

ACTIVITIES:

The student should be able to identify and describe several types of common fasteners.

The students should be able to identify and describe all of the American Standard Thread Forms from description notes.

The students should be able to represent thread forms using the three standard methods: 1) detailed, 2) schematic, 3) simplified.

The students should be able to draw bolts and nuts as described by description notes.

The students should be able to recognize and represent compression, torsion, extension, and flat springs.

1. Discuss and exhibit various classifications of fasteners.
    - A. Nails
    - B. Brads
    - C. Rivets
    - D. Keys
    - E. Pins
    - F. Washers
    - G. Screws, bolts, and nuts

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

2. Discuss the various types of thread designs and how they may be used. (internal and external)
   - A. American Standard Threads: Sharp V; Unified; Knuckle; Square; Acme; Stub Acme; and Buttress.
   - B. Demonstrate procedures for drawing thread profiles and have the students draw enlarged thread profiles. Use the terminology and proportions for representing thread forms to reinforce student knowledge.
   - C. Explain how to read and interpret screw thread designating notes.
   - D. Demonstrate methods of tread representation and dimensioning: 1) Detailed, 2) Schematic, 3) Simplified.
   - E. Explain methods of representing bolt heads and nuts.
     1. Hexagonal bolts heads
     2. Square bolt heads
     3. Widths and heights
     4. Chamferred ends
     5. Screw heads
   - F. Springs and washers:
     1. Plain washer
     2. Spring lock washer
     3. Tooth lock washer
     4. Grip washer
     5. Helical springs
        - a. compression
        - b. extension
        - c. torsion
     6. Flat springs
     7. Types of ends

3. Evaluation:

Test students on recognition of terms, notes, and computation procedures for both fasteners and springs. Have students name the major thread forms and types of springs. Have each student provide several drawings of thread representations and spring representations.

GRADE OR IGE UNIT: 12

SUBJECT: Drafting II

EDUCATIONAL CONCEPT: Gears

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To appreciate all forms of work (to recognize the dignity inherent in all jobs.)

Decision Making

To know and practice the components of the decision making process.

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

Students should be able to define and describe gears and their functions.

The students should be able to identify several different types of gears.

Students should know the basic elements of a gear and be able to solve problems of simple gear construction.

Students should be able to understand and use basic Right Triangle Trigonometry.

1. Introduce students to the reasons for studying gears and gear design. Explain the uses for gears and give some examples which everyone has used regularly.
2. Types of gears: Describe and explain different types of gears and their particular uses.
    1. Spur gears
    2. Rack and pinion gears
    3. Ring gears
    4. Bevel gears
    5. Helical gears
    6. Worm and wormgear
    7. Roller Chain and sprockets

Use mimeograph sheets with pictures and names of these different types of gears.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

3. Gear terminology: Define, explain, and demonstrate the elements of the spur gear. Prepare students to be able to draw tooth profiles.
    1. Give handouts on elements and definitions.
    2. Give handout on formulas for solving of elements.
    3. Give handout on trigonometric functions and instruct students on the use of trigonometric tables.

4. Give demonstrations and handouts describing the elements and construction of several types of gears.
    1. Spur gear
    2. Rack and pinion
    3. Bevel gear
    4. Worm and wormgear

5. Assign several problems from text for student evaluation.

GRADE OR IGE UNIT: 12

SUBJECT: Drafting

EDUCATIONAL CONCEPT: Architectural Plans

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Decision Making

To learn to reevaluate a prior decision when new information is available.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

(Continued)

ACTIVITIES:

The student should be able to recognize and identify several different home styles.

The student should be able to identify framing members and know their purposes.

The student should be able to lay out a foundation and structure system.

The student should be able to design appropriate roof plans.

The student should be able to produce accurate, neat, and complete basic house plans.

1. Explain and demonstrate the process of laying out preliminary plans for home design. Stress layout ideas that tend to group areas and features so that construction costs are kept as low as is possible within the desires of the customer.
2. Preparing preliminary (scaled) sketches as a means of communication with customers and working out problems.
3. Choosing a proper scale to work with.
4. Preparing working drawings:
   a. Method of dimensioning
   b. Location of and specifying door and window sizes
   c. Wall intersections
   d. Load bearing walls

RESOURCES:

(Continued)

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Economic Awareness

To comprehend the tools of business.

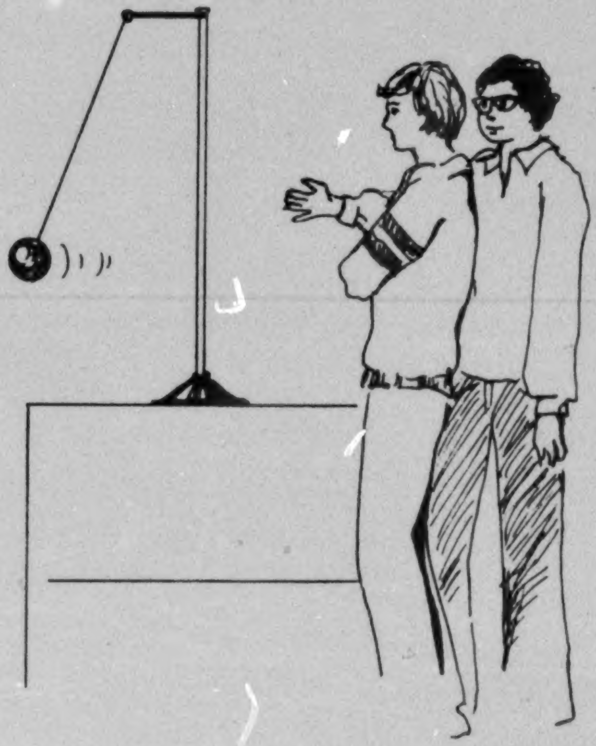
Activities Continued:

5. Foundation plans
    a. Footings and foundation
    b. Detail drawings
    c. Headers, sills and joists
6. Roof plans
    a. Styles of roofs
    b. Rafters, ridge beams, king rafters, wind braces, pointers, etc.
7. Elevation views:
    a. Establishing forms and shapes
    b. Continuity of style
    c. Points of emphasis
8. Renderings or perspections
    a. Location of and presentation of best features while not camouflaging less attractive features.
    b. Shading
    c. Landscaping
9. Electrical plans
    a. Electrical symbols
    b. Brief discussion of national electric code
    c. Local building codes and inspection process

10. House framing kit:
    If time permits have students cooperate on building a scaled model.

11. Have each student produce a set of plans of his/her own design.

GRADES 9 and 12
PHYSICAL SCIENCE and PHYSICS



GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Acoustics

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To understand that knowledge or skills which are transferrable will facilitate retraining.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Lead up to the idea of how important the knowledge of sound is by studying sound waves and their properties.
2. Do a detailed study of acoustical material (ceiling, wall, and carpets.)
3. Bring in outside speakers:
    a. Architect
    b. Engineer
    Have them discuss the importance of training they had in acoustics.

RESOURCES: Much information can be obtained from such businesses as Armstrong Co.

FOLLOW-UP ACTIVITIES:

Have students try and design a more effective acoustical material. They can use styrofoam, cardboard, cloth, etc.

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Air pressures (Boyle's Law)

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Study Boyle's Law.
2. Bring out how scuba divers must be totally familiar with Boyle's Law.
3. Have a qualified diver come in and do the following:
    - a. Bring and explain scuba equipment.
    - b. Explain dangers of increased temperature on tank pressure.
    - c. Explain how tank, regulator, and bouyancy equipment work on pressure difference.
    - d. Explain how sports diving can evolve into salvage and rescue diving.

RESOURCES: Any reliable scuba dealer

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Use of acoustical materials

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To know and practice the components of the decision making process.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of a task.

ACTIVITIES:

1. Carry them through a basic study of sound waves.
2. Explain to them how echoes are made and the effects of acoustical materials on them.
3. Have them do an individual home study of the acoustics at home.
4. Discuss these in class.
5. Place the students in groups and have them study the acoustics in different sections of the school.
6. Have them report back to the class on their findings.

RESOURCES:

School and home

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Geology

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that individuals differ in ability, Attitude, and appreciation.

Career Awareness
To know the jobs necessary to maintain the community.

Social Awareness
To be aware that society is dependent upon the work of many people.

ACTIVITIES:

1. Bring out idea of just how we rely on Ceology to provide and FIND our mineral resources.

2. Discuss with them the different fields of work in Geology for them.

3. Have a Field Geologist come in and discuss:
    A) Training
    B) Personal reasons for going into Field Geology
    C) Time spent out-of-doors
    D) Basic methods used

RESOURCES: Field Gelolgist from nearby Colleges or Forestry Service.

FOLLOW-UP ACTIVITIES: Film: "The Mineral Chall" U. S. be of Mines, Washington, D.C.

GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Noise Pollution

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community. Geographical location determines type of work found therein.

ACTIVITIES:

1. As a class discuss and understand what sound is - Difference in different sounds.
2. Have them do research to see where greatest dangers of noise pollution are.
3. Invite a guest engineer to come and talk about how Technology is working to reduce noise pollution.

RESOURCES: Environmental Protection Agency

FOLLOW-UP ACTIVITIES: Have them do an in depth study of acoustical materials used in factories to cut down on noise pollution.

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Air Pollution From Automobiles

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To understand that the ability to preserve the environment effects one's attitude toward work.

ACTIVITIES:

1. After a study of the effects of air pollution on the environment. Spend time to tell them of the jobs available in this field.

2. Then go into the Volunteer agencies that work in this field. Show them just how important they are.

RESOURCES: Environment Protection Agency

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Synthesis of Nylon

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness
To know the jobs necessary to maintain the community .

Social Awareness
To understand that all jobs are dependent on other jobs.

Economic Awareness
To be alert that Technological progress, changes, eliminates, and creates work.

ACTIVITIES:

1. Study the effects of a chain reaction polymerization.
2. Explain the effects this has had on the world. The materials we have received.
3. The effects on the advancement of technology.
4. Make known careers available in this field and connected field.
5. Have the group from Clemson come in and do the experiment on synthesis of nylon 6, 10

RESOURCES: Professor Edward S. Olson, College of Industrial Management and Textile Science, Clemson University, Clemson, SC 29631, 803-656-3177

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Purpose of an experiment

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To know and practice the components of the decision making process.

Social Awareness
To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Have the students divide up into groups of three- allow them to choose their own parteners. This will reinforce working with someone who will work rather than just a friend

2. Have them develop their own experiment on dropping two or three balls. They can do such things as:
    1) Timing free fall
    2) Making prediction on what will happen- then they can do an experiment to test their prediction.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Measurement

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making
To be able to cope with the consequence of making a decision

Economic Awareness
To comprehend the tools of business.

ACTIVITIES:

1. Have student study the history of measurment of different systems.
2. It is important that the idea of a standard must be followed.
3. They should realize that a system of measurement must be LOGICAL.
4. Have them set up and design their own system; Thumb width, paper clip, etc.

RESOURCES:

FOLLOW-UP ACTIVITIES: Study the English and Metric Systems of measurement.

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Metric System (Standards)

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand the approach needed to resolve personal conflict between individual and group goals.

ACTIVITIES:

1. Explain the basis of the Metric System and the units used.

2. Make sure they understand just how logical the system is - Each unit is divided into tens.

3. Have them do a study of the way in which the Imperial system is being replaced by the Metric System.

4. As an ending activity have some of them do a tape of Monday Night Metric Football.

5. Make them aware that our monetary system is based on the same units as on the Metric System.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Reading Graphs and Charts

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To know that school is a job that requires certain basic skills for success.

Social Awarenss
To realize that an individual's work affects his/her's standard of living.

Economic Awareness
To apply knowledge of economics responsibilities to career decisions.

ACTIVITIES:

1. Explain to them how charts, graphs, and tables are compiled.

2. Show them that a chart or table is simply an organized arrangement of data.

3. Have them study different charts, and tables; ask them different questions to find answers to them.

4. Use charts on marriage, school dropouts, etc.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Heat Transfer and Thermal Insulation

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness
To understand that specialized skills lead to interdependency of jobs

Social Awareness
To know that society is dependent upon the work of many people.

ACTIVITIES:

1. After a study of heat conduction the following activities will help to reinforce and strengthen the basic concepts.

2. Do some experiments on insulation materials that are used in todays world.

3. Study materials used in electric heating units.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Combustion

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness
To know that society depends on the jobs of many different people

ACTIVITIES:

1. After a study of oxidation and the basis
2. Examine the types of fire and parts of it
3. Have them do a study of how today's industry is developing different fire retardent materials.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Fractional Distillation

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness
To understand that all jobs are dependent upon other jobs.

Economic Awareness
To understand that some workers provide goods while others provide services

ACTIVITIES:

1. Allow students distill water that they have put salt and other soluble solids in
2. Explain this concept to the idea of fractional distillation
3. Obtain diagrams and pictures of large crude oil fractionating columns. Use these to explain to students how crude oil is broken down to useful compounds.

RESOURCES: Any of the large oil companies

FOLLOW-UP ACTIVITIES: Have them make a list of all products which come from crude oil.

GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Atomic Energy

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness
To know the jobs necessary to maintain the community.

Economic Awareness
To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. Do an in depth study of the nuclear physicist. Learn about his/her training and his/her area of study.
2. Study the way in which technology is able to convert atomic energy to other conventional forms.
3. Study the materials used by technology to accomplish these conversions to useful energy.

RESOURCES: Films: Depending on the Depth of Study Order Film List from Atomic Energy Commission, Washington, D.C.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Atomic Energy

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be knowledgeable about the flexibility of career decisions.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand that all jobs are dependent on other jobs.

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. Study the basic nuclear reactor.
2. Show how the technology has made it possible to put science to work.
3. Show them the many jobs needed to form a reactor - from construction worker to the nuclear physicist.

RESOURCES: Information on these careers can be obtained from most technical colleges and universities.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Nuclear reactors

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. Learn about the different reactor types.
2. Speed time especially on the breeder reactor and advantages over the conventional reactor type - discarding of waste materials.
3. Study problems with the present day reactor on the environment and the work fields available in the technological end of the problem.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Transistors

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To understand that workers need some type of special training for most jobs.

Economic Awareness

To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. After a development of electronics up through the vacuum tube this activity can be used.
2. Learn how through chemical reaction the transistor is able to replace the vacuum tube.
3. Bring out the advances and jobs that are now available in communications and space.
4. Bring out the idea of miniturization.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: Physics

EDUCATIONAL CONCEPT: Color (television)

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To know that all jobs are dependent upon other jobs.

ACTIVITIES:

1. Study color and how technology has made it possible for it to be transmitted in radio waves.
   1. Make an investigation of jobs available in television (technological end).
   2. Study the training needed for these jobs.
   3. Invite a qualified T.V. repairman to come in and explain the physics of T.V. reception.

RESOURCES:

Use a factory certified T.V. serviceman

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: Physical Science

EDUCATIONAL CONCEPT: Computers

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Decision Making

To be able to cope with the consequences of a personal decision.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To recognize that an individual may be suited for numerous different jobs.

Economic Awareness

To understand the law of supply and demand.

ACTIVITIES:

Study the basic operation of a computer.

1. Study the impact the computer has had on the business world and science world.
2. Have students decide which area of the fields in computer science they are interested in and then have them do a report on that field.

   Reports should include:
   - a. Training
   - b. Economics
   - c. Working conditions
   - d. Demand
   - e. Advancement
   - f. Duration (future)

RESOURCES: Most technical institutes can supply a listing of careers.

FOLLOW-UP ACTIVITIES:

GRADES 11-12
OFFICE OCCUPATIONS

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GRADE OR IGE UNIT: 12

SUBJECT: Keypunch

EDUCATIONAL CONCEPT: To have an entry level skill in Keypunching
(Time: approximately 6 weeks)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To be able to solve certain related problems.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To realize that jobs are given to those who can fulfill the needs of the working world.

ACTIVITIES:

1. The student should have a typing speed of 35 cwpm before beginning Keypunch.
2. The student is introduced to a blank card with 80 columns.
3. He/she is shown the difference between Zone and Digit punches.
4. He/she is shown the difference between Alpha and Numeric punches:
   A-I Zone 12
   J-R Zone 11
   S-Z Zone 10
5. He/she is shown that the top edge is the "12 edge" and the bottom edge is the "9 edge" (Note that these are locations of the punches.)
6. The student is introduced to the machine and shown the purpose of each part and how each is interrelated and interdependent. The console controls must be demonstrated by instructor before the student begins punching.
7. The student is introduced to actual punching. He/she is shown that proper techniques are the same as those used in typing and 10-key add/list. Typing corresponds to

(Continued on Reverse Page)

RESOURCES:

South-Western Textbook and books from IBM; also, EDL Filmstrips: Card - Punch training course (Gregg) to be used with controlled reader

FOLLOW-UP ACTIVITIES:

Verify set of Numeric cards and must show 98% accuracy ---- perferably 100%.

Activities Continued:

the Alpha while the 10-key relates to the Numeric with 7, 8, 9 and 1, 2, 3 reversed -- 4, 5, 6 are still "home."

8. Student should punch numerically until he/she can punch 98% accurately. (We use the 6-lesson series which usually takes a little longer than 6 periods depending on the student, of course.)

GRADE OR IGE UNIT: 12

SUBJECT: Business Law

EDUCATIONAL CONCEPT: Basic concepts of everyday problems (Time: 1 semester or 1 year)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand that everyone is responsible for his/her own actions

Attitudes and Appreciations
To understand the important of each individual in the function of the home/family unit as well as the school or social setting.

Decision Making
To apply decision-making process to home and social problems

Educational Awareness
Recognize importance of legal knowledge

Career Awareness
Recognize the fields open in law

ACTIVITIES:

1. The student will develop a basic vocabulary as outlined in textbook.
2. The students will discuss cases giving reasons for solutions (listed in text)
3. Students will be encouraged to do individual projects such as:
    a. Assemble a scrapbook of cases clipped from newspapers, legal instruments, etc.
    b. Develop bulletin boards depicting some phase of Bus. Law
    c. Construct posters illustrating certain phases of law
4. Teacher will arrange a field trip to a day in court and observe:
    a. Selecting a jury
    b. Trial
    c. Conduct of Judge (Role of Judge)
    d. Announcement of Verdict
5. Role play a court scene
6. Invite an attorney to come and speak to the class
    a. Allow time for question and answer period

RESOURCES: Textbooks, Film strips, local attorney

FOLLOW-UP ACTIVITIES: Contest on poster, bulletin board, scrapbook, and vocabulary

GRADE OR IGE UNIT: 12

SUBJECT: Orfice Machines of Office Practice

EDUCATIONAL CONCEPT: To learn to operate various business machines found in today's offices (Time: 1 semester)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations.

Attitudes and Appreciations
Develop healthy work habits

Decision Making
To understand that career development requires sequential series of choices.

Educational Awareness
To learn that specialized skills lead to interdependancy of jobs.

Career Awareness
To know the jobs necessary to maintain the community

Social Awareness
To realize that society is dependent upon the work of many people

Economic Awareness
To be alert that technological progress changes, eliminates, and creates work.

ACTIVITIES:

1. The student will develop skills in the operation of commonly-used machines such as add/list calculator, transcription, mag-card, composer and duplicating.
2. The student will develop proper techniques in using the 10 key machines.
   a. He/she will learn the four basic operations of addition, subtration, multiplication, and division on all machines and will be rotated throughout the class until he/she feels comfortable in the usage of all the machines.
   b. He/she will solve basic business problems involving each operation on each machine.

3. The teacher will demonstrate the different transcribing machines and show that the coordination in transcribing on all the machines is basically the same: the tape, cassette, disc, and belt. The copy must be mailable!

4. The teacher will demonstrate the mag card; how it records, how it plays back, and how corrections can be made. A set of instructional belts is given the student and he/she proceeds at own rate, consulting with instructor when necessary.

5. The teacher demonstrates the Composer (type-setter). The parts of the machine as well as general rules pertaining to type-setting will be discussed with students. A set of training belts is then offered the student and as questions arise, the instructor helps student think "picas" and learn to judge and fit copy. He/she must also learn how to select different styles of type by changing the "founts". It is necessary that Office Occupations work closely with Graphics here.

RESOURCES:

Text books, live problems, self-instructional tapes

FOLLOW-UP ACTIVITIES:

Results obtained from finished products--live and assigned from books.

GRADE OR IGE UNIT: 11

SUBJECT: Typing I * (possibly 2 class periods)

EDUCATIONAL CONCEPT: Typing an envelope

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To be knowledgeable of skill.

Educational Awareness

Acquire basic business skills.

Economic Awareness

Satisfactory work will result in economic independence.

ACTIVITIES:

1. Teacher should demonstrate correct way to address both sizes of envelopes and should emphasize these points:
    a. If return address is not printed, begin typing on line 3, use single spacing and block 1/2 inch from left edge.
    b. On-arrival directions like "Attention" should be typed on line 9 in capital and small letters, underscored, 1/2 inches from left edge.
    c. Addressee's name and address on a small envelope begins on line 12, 2 inches from left edge; on large envelope on line 14, 4 inches from left edge. Always use single spacing and blocked arrangement. City, state, and ZIP on same line. State may be spelled out or abbreviated; but the Post Office prefers new two-letter abbreviations. Each student should be furnished a copy of these abbreviations for his/her file. Students should be encouraged to measure the first few envelopes, then should be encouraged to "eyeball" or judge the beginnings of address.
    d. Stamp is about 1/2 inch from top and at the right edge of paper.
2. If envelopes are not available, teacher should cut paper to correspond to both sizes so student can get the "feel."
3. Teacher should also demonstrate chain feeding of envelopes and, if possible, permit students to chain at least 50.

RESOURCES:

Textbooks and sample envelopes

FOLLOW-UP ACTIVITIES:

Envelopes - both kinds or reasonable facsimile to be addressed.

GRADE OR IGE UNIT: 11

SUBJECT: Typing I

EDUCATIONAL CONCEPT: Introduction to Touch Typing (Time: 6-9 weeks)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To develop healthy work habits (e.g. dependability and responsibility in a variety of settings.)

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To acquire basic skills and habits found in the working world.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Teacher will introduce parts of typewriter and demonstrate how to insert the paper correctly.
2. Student will learn names and locations of important parts of the typewriter.
3. Teacher will demonstrate, then check each student for correct sitting and hand position.
4. Teacher will demonstrate location and stroking techniques of home row keys.
5. Student w[illegible]actice home row with teacher using exercises as directed. (Emphasi[illegible] placed on looking at copy--not at hands!)
6. Controll[illegible]r is excellent for exercises in keyboard drill and proper stroking [illegible]iques.
7. Other keyboard keys will be introduced by teacher and student will follow instructions for learning each from touch until the entire keyboard, including capitals, numbers, and symbols are practiced.
8. Techniques are checked by careful monitoring of the teacher at all times.

RESOURCES:

Typing textbooks; EDL Touch Typing filmstrip used with Controlled reader.

FOLLOW-UP ACTIVITIES:

Typing exercises--Check on typing techniques.

GRADE OR IGE UNIT: 11

SUBJECT: Typing I

EDUCATIONAL CONCEPT: Vertical Centering (Time: Approcimately 3 days)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that every individual can learn to perform adequately and can contribute to variety of situations .

Attitudes and Appreciations
To develop healthy work habits

Decision Making
To recognize that all decisions made have a cause and an effect.

Economic Awareness
To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. Teacher should demonstrate and show by measuring that 6 lines equals one inch in vertical spacing on a typewriter--Pica and Elite
2. Student must count number of lines to be used, including all blank lines. Subtract the number of lines to be used from the number of lines on paper to be used. (Standard paper is 8 1/2 by 11 inches which means that there are 66 lines on a whole sheet of standard-sized paper or 33 on a half sheet of standard-sized paper.) Divide the difference by 2 (count fraction as a whole number) to find the line on which to begin typing. Example: To center 12 lines on a standard sheet of paper: 66 less 12 equals 54. Divide 54 by 2 and we find that we begin on line 27 if the 12 lines are to be centered on a whole sheet of standard-sized paper.
3. Student should practice many exercises on vertical centering.
4. Student should then practice integrating vertical and horizontal centering. Many days of practice in horizontal, vertical, and horizontal-vertical, and horizontal-vertical centering are recommended for proficient typing.

RESOURCES: Typing Manuals

FOLLOW-UP ACTIVITIES: Test exercises and school problems which have to be typed from time to time.

GRADE OR IGE UNIT: Office Occupations I, II, and SIP

SUBJECT: Typing Manuscripts and Reports (At least 1 week or longer-depending on other projects)

EDUCATIONAL CONCEPT: Type from rough draft and adjust to general as well as specific typing of reports.

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

Develop healthy work habits

Decision Making

To be able to solve problems as to spacing, etc.

Educational Awareness

To understand that knowledge or skills is necessary to do a job well.

Career Awareness

To know the jobs necessary to be done in the community.

Economic Awareness

To realize that doing a job well will bring rewards.

ACTIVITIES:

1. The student should be reminded that he/she should read the material to be typed; see if he/she must follow a certain pattern; plan the heading arrangement; find out how many carbons are needed and what kind of paper to use. (Size and quality.

2. Usual rules are:

   a. Double spacing
   b. 6-inch writing line unless manuscript is to be bound and then the left margin is shifted 1/4 inch to the right and the right margin becomes 1-inch.
   c. Top margin of first page should be 2 inches and succeeding pages should be 1-inch with page number typed on line 7 at right margin. However, sometimes the page number is typed in center of bottom page.
   d. Bottom margin should be at least 1-inch.
   e. Title is generally centered and sometimes in all caps. Use triple spacing between title and body. If there is a main heading, or by line, double space it and first line of the body.
   f. Use double spacing before and after side-headings.

3. Many typists use a ruled backing sheets as a visual guide. This guide (con'td)

RESOURCES:

Typing Manuscript Manuals; Stenographer's Handbook; Office Practice Text books; Typing testbooks; and overhead transparencies.

FOLLOW-UP ACTIVITIES:

Type a manuscript from rough draft using specific instructions from that person; type a manuscript from a textbook; type a term paper for herself/himself--research from another course of study preferably.

is placed between the top sheet and the first carbon. The heavy lines show through enabling the typist to set margins, judge placement, etc.

4. The typist should be reminded that a page should not end with a hyphenated word or the first line of an indented paragraph; and the second page should begin with one complete line.

5. If corrections must be made, they should be un-noticeable!

GRADE OR IGE UNIT: 11

SUBJECT: Typing I

EDUCATIONAL CONCEPT: Horizontal Centering (Time: 2-3 days)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To recognize that all decisions made have a cause and effect.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To take notice that the major reason most people work is money.

ACTIVITIES:

1. Teacher will show difference in Pica and Elite type and how to find center of each.
2. Student will learn that 12 spaces make an inch-Elite type and 10 spaces make an inch-Pica type. Standard paper is 8 1/2 by 11 which makes Pica center point 42 on standard paper and Elite 50 on standard paper. Pica lines are 85 spaces and Elite lines 100 spaces.
3. Teacher will demonstrate Tab clear, Tab set, Tab key and space bar.
4. Student will clear all Tabs and then set one at center--42 Pica - 50 Elite.
5. Student will, with help of teacher, backspace once for every 2 strokes he/she wishes to type in line.
6. Student then types line and notes that it is in the middle of the line. (A good practice exercise after this is to have the student center his/her name and the current date at the top of each of his/her exercises.)
7. Student is then shown how to compute centering mathematically as well as the backspacing method described above. (I prefer the backspacing method because, as a rule, it is quicker.)

(Continued)

RESOURCES:

Typing manuals and school reports

FOLLOW-UP ACTIVITIES:

Test-related exercises

Activities Continued:

To calculate centering mathematically the student will count each stroke, including spaces; divide by 2; go to center of page and backspace this number of spaces. (Drop fractions) Typed line should have the same left and right margins.

GRADE OR IGE UNIT: 12

SUBJECT: Office Occupations I and II

EDUCATIONAL CONCEPT: How to Prepare a Balance Sheet (Time: 2-3 days)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

ACTIVITIES:

1. Students will define assets, liabilities, owner's equity, and will identify certain items that can fit into the different classifications.
2. The teacher will present the accounting equation, and students will work several problems by using the equation. (Assets = Liabilities + Owner's Equity)
3. Students will take a problem worked with the accounting equation and will place the items on a balance sheet.
4. The teacher will define balance sheet and will identify the parts of the three-line heading.
5. Following the teacher as she works at the blackboard or the overhead projector, students will place assets, liabilities, and owner's equity on their balance sheets.
6. The teacher will point out the importance of the two sides of the balance sheet being equal.
7. The students will prepare several balance sheets for different businesses (single proprietorships, partnerships, and corporations).

RESOURCES:

20th Century Bookkeeping and Accounting (South-Western Publishing Company); Accounting 10/12 (Gregg/McGraw-Hill); Accounting Transparencies provided by Clemson Vocational Education Media Center

FOLLOW-UP ACTIVITIES:

Completion of at least two balance sheets neatly and accurately.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: Shorthand I

EDUCATIONAL CONCEPT: Writing Shorthand (Time: 1 day for introduction. Note: Writing should continue throughout the year.)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Career Awareness

To realize that occupations are ranked according to duties, difficulties in obtaining the job, rewards one gets from the occupation, and social prestige.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

ACTIVITIES:

1. Teacher may introduce writing either at the beginning of the course or after several weeks of reading practice.
2. Teacher asks students to use a ball-point or fountain pen and a standard stenographer's pad.
3. Teacher writes on the blackboard material to be written; student attempts to write the sentence in his/her notes.
4. Teacher observes students' writing to give encouragement and criticism.
5. Teacher emphasizes these points:
   (a) Importance of writing, not drawing, outlines.
   (b) Good proportions in forming shorthand symbols.
   (c) Consistency in forming shorthand characters.
6. Student writes little at first; the writing load gradually increases.
7. From the beginning of writing, students read from their own shorthand notes.

RESOURCES:

Methods of Teaching Business Subjects (Gregg/McGraw-Hill); Teacher's Manual for Gregg Shorthand; Teacher's Manual for Century 21 Shorthand

FOLLOW-UP ACTIVITIES:

Teacher checks written sample of students' shorthand notes; teacher checks homework notes for students.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: Shorthand I

EDUCATIONAL CONCEPT: Typewritten Transcription of Shorthand
(Time: Typewritten transcription should begin during the second semester of first year; it should continue the rest of the year.)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining job, rewards one gets from the occupation, and social prestige.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

ACTIVITIES:

1. Students read and re-read a letter from shorthand plate of textbook.
2. Teacher demonstrates how to read ahead in shorthand notes while typing.
3. Without being timed, students type a letter from shorthand plate they have read in class.
4. Teacher reviews with students any poor typing techniques that were evident and the punctuation that should have been placed in the letter.
5. The next step is to have students transcribe from their own notes two letters that have been dictated slowly.
6. New-matter letters that have been previewed on blackboard or overhead projector are introduced after students seem ready for the transition.
7. The letters dictated for transcription should gradually become longer and more difficult.

RESOURCES: Methods of Teaching Business Subjects (Gregg/McGraw-Hill); Teacher's Manual for Gregg Shorthand; Teacher's Manual for Century 21 Shorthand

FOLLOW-UP ACTIVITIES:

Most letters should be checked for mailability; some may be checked for accuracy.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: Shorthand I

EDUCATIONAL CONCEPT: Taking Dictation in Shorthand (Time: 1 day for introduction)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services).

ACTIVITIES:

1. Teacher illustrates correct use of stenographer's pad during dictation.
2. Teacher begins dictation of words and short sentences practiced several days before.
3. Students leave textbooks open during part of the dictation practice so that they may refer to characters of which they are unsure.
4. Students take dictation with books closed during most of the note taking practice.
5. Teacher observes students' writing habits.
6. Students read aloud the notes they have taken.
7. In the beginning, teacher gives several short periods of dictation practice rather than one long session.
8. Gradually the practice sessions are lengthened as student skills improve.
9. New-matter dictation is introduced as soon as all the shorthand theory has been presented.

RESOURCES:

Methods of Teaching Business Subjects (Gregg/McGraw-Hill); Teacher's Manual for Gregg Shorthand; Teacher's Manual for Century 21 Shorthand

FOLLOW-UP ACTIVITIES:

Teacher observation of students' taking dictation; occasional checking of shorthand notes for accuracy.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: Shorthand I

EDUCATIONAL CONCEPT: Introduction to Shorthand (Time: 1 day)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining job, rewards one gets from the occupation, and social prestige.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

ACTIVITIES:

1. Teacher will emphasize the importance of studying shorthand every day, while allaying fears by assuring students that shorthand can be learned by persistent effort.
2. Students determine the sounds in certain words as teacher emphasizes that shorthand has a phonetic base.
3. Teacher writes first symbols on blackboard or overhead projector.
4. In unison, students identify symbols on blackboard or overhead. (This exercise should be repeated several times throughout the class period.)
5. Students identify sounds of words formed from the new symbols as teacher writes these words in shorthand on the blackboard or overhead.
6. In unison, students spell and pronounce the words written on the blackboard or overhead.
7. If the teacher desires, the students may practice writing the new words. Teacher emphasizes writing, not drawing, of the new symbols and words.

RESOURCES:

Methods of Teaching Business Subjects (Gregg/McGraw-Hill); Teacher's Manual for Gregg Shorthand; Teacher's Manual for Century 21 Shorthand

FOLLOW-UP ACTIVITIES:

Unison spelling and pronunciation of words on the blackboard or overhead projector; individual spelling and pronunciation of words following unison activity.

GRADE OR IGE UNIT: 12

SUBJECT: Office Occupations II

EDUCATIONAL CONCEPT: Preparing for a job interview (Time: approximately 3 weeks)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with skills and processes in world of work.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

(Continued on Reverse Page)

ACTIVITIES:

1. Students will view filmstrip (What Really Matters to You?) and complete sheets testing their value priorities.
2. Teacher will explain that instructions for filling out application blanks must be followed very carefully. For example: Print clearly or type; references must be listed with permission.
3. Proper dress will be emphasized. Students will review charm slides (Charm in the Office by Milady Publishing Corporation) and discuss interview "do's" and "don'ts."
4. Students will prepare personal data sheets.
5. Students will actually be interviewed by an outsider. Video-tape of these interviews will be shown and critiqued.
6. Students will write follow-up thank you letters.

RESOURCES: "Charm in the Office" slides (Milady Publishing Corp.); filmstrip ("What Really Matters to You?"); application blanks from local businesses; Speaker (Personnel manager or interviewer); video-tape unit

FOLLOW-UP ACTIVITIES:

Complete application blank; critique a job interview with the speaker; show video-tape of individual job interviews and critique them; test on correct etiquette for the job interview.

Elements and Element Objectives Continued:

Social Awareness

To realize that an individual's work affects his/her standard of living.

Economic Awareness

To take notice that the major reason most people work is money.

GRADE OR IGE UNIT: 12

SUBJECT: Office Occupations II

EDUCATIONAL CONCEPT: Proper Business Telephone Usage (Time: 1 week)

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To assume responsibility.

ACTIVITIES:

1. Students will view filmstrip-cassette presentation, "Thank You. Please Call Again.' (Southern Bell)

2. Teacher and students will discuss the telephone equipment utilized by characters in the filmstrip and good or improper telephone techniques pictured in the filmstrip.

3. Teacher will ask students to consider the correct way to handle certain types of situations on the phone; for example, "If you answer all incoming calls for your company, what should you say when you answer the phone?"

4. Teacher will demonstrate how to use a six-button telephone.

5. Using the Southern Bell business telephone unit, students will role play situations taken from the Southern Bell publication, "Thank You. Please Call Again."

6. Students will examine the telephone directory to find the location of such information as procedures for making long-distance calls, area codes for the nation, and the yellow-pages section.

7. Students will be asked to demonstrate their knowledge of the yellow pages by finding such items as the name of a local restaurant, the telephone number for

(Continued on Reverse Page)

RESOURCES:

Teachers interested in the unit should contact their local Southern Bell school representative.

FOLLOW-UP ACTIVITIES:

Role-playing on Southern Bell telephones; test on correct telephone usage.

Activities Continued:

for a local builder, etc.

8. Teacher will give students a test on general telephone information and usage.

GRADE OR IGE UNIT: 12

SUBJECT: Office Occupations II

EDUCATIONAL CONCEPT: Alphabetic Filing of Cards and Correspondence
(Time: approximately 3 weeks)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Students will examine a file folder, a guide and tab, a label, and will become familiar with these terms.
2. Utilizing the blackboard or the overhead projector, each class period the teacher will present 4-6 filing rules and will give examples of each.
3. As students learn the filing rules, they will file names of companies and individuals by following these rules.
4. When students have become proficient in filing names, the teacher will explain the equipment, folders, and guides needed to file correspondence.
5. Students will index and file correspondence according to the alphabetic filing rules.
6. For more practice, the students may file the name lists found in General Office Practice (Gregg/McGraw-Hill).

RESOURCES: Gregg Quick Filing Practice set; Filing chapter from General Office Practice (Gregg/McGraw-Hill); Business Filing and Records Control (South-Western Publishing Co.)

FOLLOW-UP ACTIVITIES:

Completion of Gregg Quick Filing Practice set; test consisting of names of individuals and companies to file.

GRADE OR IGE UNIT: 12

SUBJECT: Office Occupations II

EDUCATIONAL CONCEPT: Subject, Geographic, Numeric Filing and Other Types of Files
(Time: approximately 1 week)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Teacher will define subject filing.
2. Teacher will give examples of correspondence that might be filed by subject; for example, an advertising company that files correspondence according to the advertising campaign to which it refers.
3. Utilizing blackboard or overhead projector, teacher will explain how to read a letter and determine its subject, how to index the letter, and how to file it.
4. Students will subject file letters from a set (such as Gregg Quick Filing Practice set) or letters duplicated by the teacher.
5. Teacher will give example of a geographic file; for example, a company with branches in different parts of the country might use a geographic file.
6. Teacher will give example of numeric file; for example, an insurance company would file customers' folders according to policy number and would keep a tickler file of customers' names.
7. Teacher and students may examine commercial filing systems such as Variadex, Safeguard Alphabetic, Super-Ideal, Soundex, and discuss the merits of each.

(Continued)

RESOURCES:

Intensive Clerical and Civil Service Training (South-Western Publishing Company); Gregg Quick Filing Practice set; General Office Practice (Gregg/McGraw-Hill); Business Filing and Records Control (South-Western Publishing Company)

FOLLOW-UP ACTIVITIES:

Test on the various filing systems; completion of Gregg Quick Filing Practice set.

Activities Continued:

8. Students will define vertical file, visible card index file, rotary file, follow-up file, and tickler file.

GRADE OR IGE UNIT: 12

SUBJECT: Office Occupations II

EDUCATIONAL CONCEPT: Receptioning (Time: 2-3 weeks)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize that all decisions made have a cause and an effect.

Career Awareness

To know that work organizations are human organizations.

Social Awareness

To assume responsibility.

ACTIVITIES:

1. Students will type receptioning manuscript from Typing 300--Book 2 by Gregg/McGraw-Hill.
2. Students will role play receptionist in Lester Hill office simulation.
3. Student will assume responsibility of answering telephone in office occupations center (receive and deliver messages).
4. Each student will role play teledramas on business telephone trainer.
5. Every student will view Southern Bell films on correct telephone usage.
6. Students will conduct introductions within the classroom.

RESOURCES: Southern Bell films and business telephone training unit; Business etiquette training from Charm for Miss Teen by Gregg/McGraw-Hill; Typing 300--Book 2 and Lester Hill Office Simulation by Gregg/McGraw-Hill

FOLLOW-UP ACTIVITIES:

Critique of performance of secretary-receptionist job in Lester Hill Office Simulation; classroom role playing activities; test on how to handle situations a receptionist would probably encounter.

GRADE OR IGE UNIT: 12

SUBJECT: Business Law

EDUCATIONAL CONCEPT: To acquaint students with the need for a knowledge of business law (Time: 1 year)

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

Social Awareness

To assume responsibility.

ACTIVITIES:

1. Teacher will introduce students to the need for business law and its implications.
2. Speakers (attorneys, insurance representatives, real estate experts) will visit the classroom after the teacher has introduced students to the fields these speakers represent.
3. Students will prepare scrapbooks including newspaper and magazine articles that pertain to law.
4. Students will present oral reports on different aspects of business law.
5. Students will do posters or bulletin boards to accompany their oral reports.
6. Students will re-enact an interesting case from their business law text.

RESOURCES: Business law texts from Gregg/McGraw-Hill or South-Western Publishing Company; Business law transparencies provided by Clemson Vocational Education Media Center

FOLLOW-UP ACTIVITIES:

Completion of scrapbook, posters, or bulletin boards; tests on business law vocabulary.

GRADE OR IGE UNIT: 12

SUBJECT: Keypunch

EDUCATIONAL CONCEPT: Designing simple program card, punching, and verifying problems (Time: 4-5 weeks)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with skills.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To be able to solve related problems

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To recognize that work is a way of winning economic independence.

ACTIVITIES:

1. The student must have a basic knowledge of figuring Tabulation problems in typing in order to make the association of developing a program card in Keypunch -- column in Tab make fields in punching; spaces in typing make columns in Keypunch.
2. The students will show 90% accuracy on vocabulary test. Handout sheets given to students for study after explanation and study of Keypunch theory books.
3. The student will design a program card for a payroll. He/she will punch and verify a minimum of 300 payroll cards. These must be not less than 95% accurate.
4. The student will design a program card for a series of invoices and punch and verify this series with 98% accuracy. He/she will verify some of his/her own cards and some of his/her classmates.
5. The student will demonstrate his/her knowledge of simple programming by designing a test card and punching the list thereon verifying 98% accuracy.
6. The student will be given a timed writing on the typewriter at least weekly since the typing speed measures job entry skill for some jobs.

RESOURCES:

Problems in IBM materials and teacher-constructed tests. Live copy from some local businesses.

FOLLOW-UP ACTIVITIES:

Job entry test.

GRADE OR IGE UNIT: 11 and 12

SUBJECT: Typing I (At least 1 week project)

EDUCATIONAL CONCEPT: Typing Business Letters

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To appreciate the various styles of typing letters.

Attitudes & Appreciations

Develop healthy work habits.

Decision Making

To learn to judge length of content and make letter attractive.

Educational Awareness

To realize the necessity of skills.

Economic Awareness

Good job will make for good pay.

ACTIVITIES:

1. The student will learn the names of the letter parts. The teacher will put a letter on the overhead with each part labeled. Such points as the following should be noted:
    a. Letterhead (company's printed name and address.)
    b. Date line (month, day, year) the letter is typed; starts on line 15.
    c. Inside address party and address to which you are writing; starts at margin, line 20.
    d. Salutation opening greeting, like "Dear Mr." a double space below the inside address.
    e. Body text of letter, typed in single-spaced paragraphs beginning a double space below the salutation.
    f. Complimentary closing parting phrase like "Yours truly,".
    g. Signature space usually 3 to 5 blank lines.
    h. Writer's identification signer's name, or title, or both.
    i. Reference symbols initials of dictator and/or typist (not urs that you find in the typing book!)
    j. Enclosure notation reminder if letter has an enclosure.
2. Student will be shown differerent styles of business letters:
    a. Blocked
    b. Semi-blocked
    c. Full blocked (d.) Indented

(Continued on Reverse Page)

RESOURCES:

Styles of letters on transparencies as well as typing manual and texts.

FOLLOW-UP ACTIVITIES:

Each student must type a mailable copy of a letter using all styles.

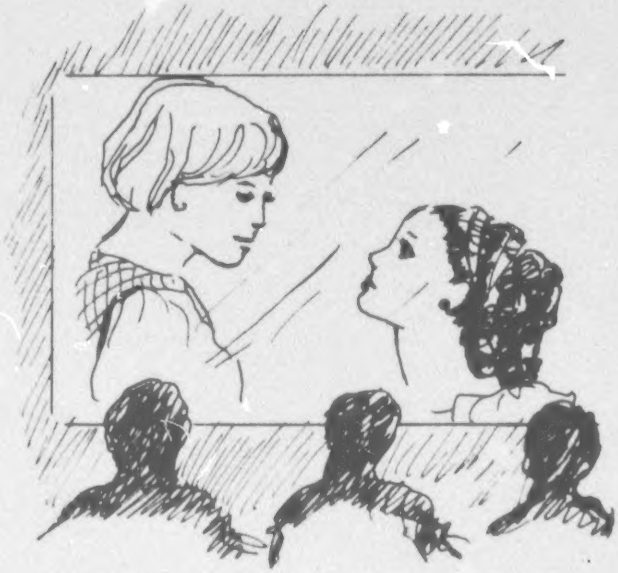
Activities Continued:

3. Mailable copy must be stressed. Give a guide of "What makes a letter unmailable." Stress proof reading!

4. Student will be given guide as to how to select length of writing line --- according to letter length: short, long, medium.

5. Student should be shown different qualities of paper, letterhead styles, etc.

GRADES 9-12
ENGLISH



GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: The television world: Careers & Skills

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

1. Working in small groups or pairs, students research a T.V. occupation. Include such items as education requirements, employment, salary, illustrations of jobs or cut-outs. Examples of careers: (1) producer, (2) director, (3) cameraman, (4) video-tape engineer, (5) librarian, (6) announcer, (7) scenic designer, (8) prop man, (9) floor manager, (10) technical director, (11) lighting engineer, (12) performers, (13) writers, (14) production assistant.
2. Write letters to T.V. personalities or T.V. stations requesting information about individual T.V. careers.
3. Role play different occupations such as writer preparing a script, broadcaster reading news, actor rehearsing lines, etc. Later discuss purpose of such.
4. Divide into 3 groups and each group prepares a bulletin board that displays the various functions of television - education, information, entertainment. Unbiased outsiders judge for best bulletin board display.
5. Student shows application of language skills in both written and oral form by writing factual news articles and "broadcasting" them orally to class.
6. Working individually, in pairs, or in small groups, students write 60-second commercials.

(Continued On Reverse Page)

RESOURCES:

Materials for letter writing and bulletin board supplies

FOLLOW-UP ACTIVITIES:

Trip to tour local T.V. station.

Activities Continued:

Economy wards and attention getting wards and phrases are important.

7. Students use expression and good speaking techniques to perform commercials to class.

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Comprehending what is involved in credit accounts

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To recognize that all decisions made have a cause and effect.

Economic Awareness

To develop the concept of financial management (i.e., earning, spending, borrowing, saving.)

To understand the system of exchange of goods and services.

ACTIVITIES:

1. Speaker from credit department of large store explains what is credit, purpose of charge account, who can have one, and how one can be had.
2. Students study sample charge account applications and learn terms necessary to understand it: (1) retail, (2) installment, (3) finance charge, (4) billing period, (5) annual percentage rates, (6) indebtedness.
3. Class discussion of application (including interest charge) and teacher directs class in correctly completing application for charge account.
4. Teacher explains how one can buy gas using credit and carefully details the process involved in a gasoline company credit system.
5. Students learn new related terms: (1) estimated, (2) previous, (3) finance charges, (4) past due, (5) unauthorized.
6. Teacher guides class in correctly completing application for gasoline company credit card.

RESOURCES: Speaker from credit department of store, applications for store credit and gasoline credit card; needed forms may be made from copies in Forms in Your Future by Globe Book Company.

FOLLOW-UP ACTIVITIES:

May discuss other kinds of credit; then divide into small groups to research and orally report to class on ways in which the following differ: (1) credit card, (2) regular charge account, (3) ninety-day account, (4) revolving charge account, (5) charge credit plan, (6) installment plan.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: English

EDUCATIONAL CONCEPT: Correctly completing a voter's registration form

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To know that every individual can learn to perform adequately and can contribute in a variety of situations.
2) To understand that individuals differ in their abilities, attitudes, and aspirations.
3) To learn that the individual must be adaptable in a changing society.

Decision Making

1) To apply the decision making process to home and social problems.
2) To learn to reevaluate a prior decision when new information is available.

ACTIVITIES:

1. Teacher leads class discussion on importance of voting, should include idea that voting is one way of proving care for country and government.

2. Students study and learn vocabulary pertaining to voting and elections: (1) registration, (2) elector, (3) cancellation, (4) party affiliation, (5) primary election, (6) general election, (7) felony, (8) registrar of voters, (9) ballot, (10) candidates, (11) polling place, (12) absentee ballot.

3. Class divided into 3 equal groups for each to thoroughly research one of 3 South Carolina Political Parties (Democrats, Republicans, and Independents) and report findings to class.

4. Teacher aids students in correctly completing a county voter registration form.

5. Class travels to local county courthouse to view a voting machine and have explained to them the method of using it.

RESOURCES:

Materials on three political parties, voter registration forms, voting machine and trip to courthouse

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Human Cooperation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

To learn to analyze working roles according to advantages and disadvantages.

ACTIVITIES:

1. Student will use check list to help him/her discover his/her strengths and weaknesses.
2. Students take job aptitude test to help him/her discover possibilities in careers open to him/her.
3. Clip news from newspapers or periodicals on interaction of groups. Use as point of discussion.
4. Class debate on topics: (1) parent-student cooperation, (2) student-student cooperation, (3) parent-teacher cooperation.
5. Write essay on needs and values in humans. Relate these to what is needed for jobs and occupations.
6. Each person interviews one long time worker to see how jobs have changed, along with values and needs of workers changing. Give oral report on findings.

RESOURCES: Copies of aptitude test, newspapers and/or periodicals, appropriate workers to interview

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Telephone Workers

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

Career Awareness

To understand the relationship between attitudes and values in different careers.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Students work in pairs to research telephone occupations. Then present oral reports to class with discussion and questions following. Reports should include nature of job, salary, and education requirements.
2. Students decide on and role play one telephone occupation, being careful to clearly illustrate each phase of the occupation.
3. Class makes list of telephone courtesies and in small groups sketches cartoons to illustrate each one. Compile and display cartoons.
4. Discuss parts of directory - information section, white/yellow pages and what they contain. Students show ability in using directory to quickly locate emergency numbers.

RESOURCES: Telephone directories

FOLLOW-UP ACTIVITIES:

Field trip to local telephone company

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Land Transportation

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

Decision Making

To apply the decision making process to the study and selection of careers.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Students do research with following objectives in mind: (1) to be able to describe development of the railroad, (2) to be able to identify changes that have occured in rail service, (3) to be able to describe reasons people use this means of land transportation, (4) to be able to relate occupations to train industry.
2. Groups research and report to class on occupations with railroad and on changes in trains. Use pictures and books of trains from past to present to display.
3. Brainstorming in groups - (1) identify people needed to manufacture and maintain autos; (2) point to safety measures and devices needed in regard to autos.
4. Speaker - state patrolman to relate safety requirements and reasons for accidents. Students then write essay on feelings about his/her comments.
5. Students write ads stressing bus, taxi, motorcycle and bicycle transportation.

RESOURCES: Speaker, books, magazines, and pictures pertaining to transportation

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: Process and terms involved in buying a car

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Decision Making

To recognize that all decisions made have a cause and effect.

Economic Awareness

To develop the concept of financial management (i.e., borrowing, earning, spending, saving.)

ACTIVITIES:

1. Small groups do outside research to discover current costs of different types of popular cars. Report findings to class.
2. Class discussion on how one gets money to buy his/her own car and what is involved in this process.
3. Students study application for car loan. Learn terms which must be understood before completely comprehending form: (1) per annum, (2) commissions, (3) pension, (4) dividend, (5) mortgage, (6) bankrupt, (7) garnishments, (8) collateral, (9) guarantor, (10) installment.
4. Class, with teacher's help, fills out sample application for loan.
5. Speaker from auto insurance company explains importance of having car insurance and the various types of auto insurance which are available.
6. Students study application for car insurance and learn necessary terms to understand the application: (1) name insured, (2) policy, (3) premium, (4) liability, (5) underwriting, (6) impaired, (7) annual, (8) convictions, (9) inquiry, (10)reputation.
7. Teacher aids students in correctly completing a sample automobile insurance application.

RESOURCES:

Speaker from insurance company, applications for loan from bank and for insurance; Forms in Your Future from Globe Book Company provides copies of needed forms.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 11 or 12

SUBJECT: English

EDUCATIONAL CONCEPT: Terms to know in maintaining a checking account

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Economic Awareness

1) To develop the concepts of financial management (i.e., earning, spending, borrowing, saving.)
2) To understand the economic implications brought about when a career decision is made.
3) To take notice that the major reason most people work is money.

ACTIVITIES:

1. Class discussion on "Why does a person need a checking account?"

2. Learn special terms related to banking: (1) title of account, (2) depositers, (3) regulations, (4) contract, (5) deposit, (6) identification, (7) survivor.

3. Discuss and complete sample application form for opening a checking account.

4. Class discussion on "How to correctly make bank deposits."

5. Learn special banking terms: (1) endorse, (2) registered mail, (3) insert, (4) balance.

6. Students fill out sample deposit slip.

7. Guest speaker, preferably a bank manager, speaks on proper way to write checks in order to avoid misintrepretation.

8. Each student tries to correctly write a check (using samples.) Then students examine and understand a checkbook record page.

9. Class discussion on purpose of monthly bank statement.

(Continued on Reverse Page)

RESOURCES:

Sample checks, sample bank statements, sample deposit slips and speaker

FOLLOW-UP ACTIVITIES:

A small class of students should be able to make a trip to a local bank to view the inside process of checking.

Activities Continued:

10. Learn special words connected with understanding monthly statements: (1) maintenance charge, (2) service charge, (3) reconcile, (4) outstanding checks, (5) adjusted statement balance, (6) current, (7) computations.

11. Students study all parts of monthly statement. Upon complete understanding of it, students compare it with checks recorded in checkbook.

GRADE OR IGE UNIT: 11 or 12

SUBJECT: English

EDUCATIONAL CONCEPT: Vocabulary involved in having a savings account

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Economic Awareness

1) To take notice that the major reason most people work is money.
2) To know the jobs necessary to maintain the community.
3) To understand the economic implications brought about when a career decision is made.
4) To develop the concept of financial management (i.e., earning, spending, borrowing, saving.)

ACTIVITIES:

1. Brainstorming session on what a student with part-time job does with money, then on how independent adult worker must budget pay. Lead into importance of savings account.

2. Students learn special terms referring to savings account: (1) initial deposit, (2) position, (3) trustee, (4) beneficiary, (5) inheritance tax, (6) taxpayer identifying number, (7) joint savings account.

3. Students complete sample form for application of savings account.

4. Discuss importance of having decided set amount to deposit each payday. Students examine savings account deposit slip and correctly fill out.

5. Learn new vocabulary pertaining to deposit slips: (1) list separately, (2) teller i. d., (3) interest.

6. Discuss meaning of interest. Use table showing amount of money being considered and yearly rate of interest. Let students figure interest earned on certain amounts of money during given time periods.

7. Discuss meaning of withdrawal and also of what the generally accepted proper withdrawal procedure is.

(Continued on Reverse Page)

RESOURCES:

Sample copies of savings account deposit slips, withdrawal slips, application for account, passbooks, and interest tables, speaker from a local savings and loan

FOLLOW-UP ACTIVITIES:

Activities Continued:

8. Study and fill out savings account withdrawal slip.

9. Speaker from local savings and loan speaks, including an explanation of how to interpret a savings account passbook.

GRADE OR IGE UNIT: 11

SUBJECT: English

EDUCATIONAL CONCEPT: City Judicial System and How It Operates

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

1. Teacher leads in discussion concerning various city officials and their duties as elected or appointed city workers, their salaries, etc.
2. Class visits a brief town council meeting and hears a councilman explain his/her role in the town government.
3. Public works director visits classroom and explains his/her role in city government.
4. Class discusses election procedures, including registering to vote, filing for election, campaign speeches, primary election and general election.
5. Class discusses rules of order, including calling to order, adjournment, a motion and a second.

RESOURCES: Reading material concerning the occupations relating to city management and election of city officials, pamphlets on parliamentary procedure

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Theatre Occupations

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be competent in the verbal and written analysis of alternatives.

Educational Awareness

To learn that human relations skills (e.g., communications) are as necessary as computational skills.

Career Awareness

1) To understand the relationship between attitudes and values and different careers.
2) To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Discuss and make list of all theatre occupations that students are presently aware of. Class keeps and adds new occupations as discussion continues.

2. Divide into groups. Each group reads about a different job and trades materials with another group.

3. Each student is given slip with a job title written on it and pantomimes the job description.

4. Using pamphlets on actors and actresses, students discuss and list advantages and disadvantages of acting.

RESOURCES: Pamphlets from local theatre, library materials on theatre occupations

FOLLOW-UP ACTIVITIES:

Students attend a suitable play production at a nearby college.

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Written Language Usage

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To apply the decision making process to the study and selection of careers.

Economic Awareness

To recognize the financial and legal tools that govern and protect the worker.

ACTIVITIES:

1. Students complete sample job application form for both office and factory positions. Special vocabulary will be particularly stressed. Example of vocabulary words: (1) marital, (2) dependents, (3) resident, (4) separation, (5) defect, (6) disability, (7) references, (8) probationary, (9) divorced, (10) qualifications, (11) draft status, (12) discrimination, (13) spouse, (14) termination, (15) notice, (16) equal opportunity employer, (17) dismissal, (18) apprentice
2. Each student uses a current daily newspaper to carefully study want ad employment section. After each chooses available position which sounds interesting, he/she writes a letter of application, being careful to include all necessary details to make proper application for job.
3. After class discussion on methods of protecting one's self in employment, teacher explains basic organization and work of a union. Then students complete sample application for union membership. Stress new words: (1) initiation fee, (2) collective bargaining agency, (3) deduct, (4) dues, (5) management representative, (6) cancelled

RESOURCES: Sample job application, union membership applications, and standard business stationary for use in letter of application

FOLLOW-UP ACTIVITIES:

Speaker from personnel department of local business.

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Environmental Control - Disease Prevention

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

1) To know that the ability to perceive the environment affects one's attitudes toward work.
2) To learn to analyze working roles according to advantages and disadvantages.

Decision Making

To apply the decision making process to home and social problems.

Career Awareness

To know the jobs necessary to maintain a community.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Brainstorming circles: Discuss meaning of following terms and write down a consensus of opinion: (1) sanitation, (2) insanitary, (3) environment, (4) survey, (5) sanitary, (6) pollution, (7) contamination. Look up and check definitions in dictionary.
2. Take students outdoors to observe environment. Reassemble and have students tell what they saw, what they liked about it, and how observed problems in environment can be corrected.
3. Research magazines and newspapers to observe various advertisements on packaged and preserved foods. Explore and report to class on effectiveness of the various methods.
4. School cafeteria manager speaks to students on food regulations.
5. Divide into groups. Each group devises skit on way to win or loose a customer through sanitation practices.
6. Write article for school paper telling about need for pollution control and insect and rodent control.

RESOURCES:

School cafeteria manager as speaker, magazines and newspapers for research

FOLLOW-UP ACTIVITIES:

Speaker from Public Health Sanitation Department.

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Communication through Telephone

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

1) To acquire the basic skills and habits found in the working world.
2) To recognize and acknowledge the fact that basic skills learned in school help prepare a student for life of work.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Class divided into half. One-half does research reports on work of Alexander Bell; second half research and writes on changes in styles of phones past to present.
2. Discuss the following: (a) Whom should we call for emergencies? (b) What information must I be ready to give operator? (c) What people are involved in telephoning process? (d) What is cost of installation?
3. Brainstorm and possibly role playing on telephone manners.
4. Give students words pertaining to telephone use in communicating and discuss relationships: (1) dial tone, (2) dead phone, (3) repair service, (4) party line, (5) private line, (6) local calls, (7) area codes, (8) direct dialing, (9) person-to-person, (10) collect, (11) operator, (12) rates

RESOURCES: Telephone directories, mock telephone, use of library materials relating to telephone communications

FOLLOW-UP ACTIVITIES:

Have a person from telephone company to speak and show major parts of phone.

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Training for a Job

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

1. Students use information and work sheets taken from book entitled Training For A Job, which traces progress of young boy and girl character through job training. Work sheets include: (a) True-False, (b) Matching, (c) Cross-Word Puzzles, (d) Short Answer, (e) Vocabulary
2. Classroom discussion relating to process and problems in training for a job. Students are able to identify with the two characters in material used; therefore, interest should be maintained.
3. Students go outside of class and talk with people involved in job training for a job in which students are interested. Then, they report their findings and conclusions to class.

RESOURCES: Book - Training For A Job (Teacher can mimeograph copies of sheets for each student.)

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Self study in connection with careers and occupations

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To develop a realistic self perception of individual abilities as they relate to career choices.
2) To develop self confidence in the pursuit of an anticipated career choice.
3) To understand that everyone is responsible for his/her own actions.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Students make lists and discuss favorite characters from movies, books, T.V., short stories and tell why. What are the qualities admired?

2. Considering no limitations of education, society, or finances, students write short paper on "I Want to Be (career or occupation)."

3. Each student chooses an admired person who is famous, reads his or her biography, and reports orally to class.

4. Students study Hamlet and memorize with understanding "Polonius Advice to Laeites."

RESOURCES: Biographical information on famous people, books containing the play Hamlet by William Shakespeare.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 12

SUBJECT: English

EDUCATIONAL CONCEPT: Choice of Career or Vocation

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

1) To recognize that workers need some kind of special training and knowledge for most jobs.
2) To recognize that there are many training channels directed toward job entry.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

ACTIVITIES:

1. Classroom discussion of different areas of employment available to today's young person.

2. Show available filmstrips illustrating different jobs.

3. Invite a number of capable speakers to talk to seniors concerning their future.

4. Each student writes a short report on a job he/she is most interested in, after having done some research on possible interested areas.

RESOURCES: Filmstrips, library sources on vocations and careers, speakers

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: How to fill out necessary government forms

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To know that society provides rewards for work.

Economic Awareness

1) To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.
2) To recognize the financial and legal tools that govern and protect the worker.

ACTIVITIES:

1. Teacher explains and class discusses purpose for social security. Class then completes sample applications for social security number. Students learn new vocabulary words pertaining to this form: (1) confidential, (2) approximate, (3) signature, (4) witness, (5) alien.

2. Class discussion on purpose of retirement forms being filled out when one takes a new job. Teacher then shows students samples of such and explains meaning of possible items on form.

3. Class discussion of employee's withholding exemption certificate - the purpose and importance of it. Teacher assists students in reading and understanding rules for filling out such a form and then in actually completing a sample form. New vocabulary terms relating to this form are: (1) withholding, (2) exemption, (3) U. S. Income Tax, (4) deductions, (5) gross income, (6) penalties

RESOURCES: Social security forms, retirement forms, employee's withholding exemption certificate forms, Forms in Your Future from Globe Book Company provides copies of these

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 10

SUBJECT: English

EDUCATIONAL CONCEPT: Social letter forms

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

ACTIVITIES:

1. Teacher illustrates correct form (heading, greeting, body, complimentary closing, and signature) to students. Being careful to use correct form and write interesting ideas in body, students then write to a friend.
2. Discuss proper form of thank-you note. Students write note for some recently received gift.
3. Students write bread-and-butter note, thanking someone for a delicious meal or for a pleasant visit.
4. Each student's name is written on slip of paper. Each one then draws name of classmate from box. He/she writes informal invitation, inviting that person to a party. Student is careful to include all necessary details. Then student receiving invitation shall reply by writing one letter of regret and one letter of acceptance.

RESOURCES: Friendly letter stationary with envelopes, thank you notes, and bread-and-butter notes

FOLLOW-UP ACTIVITIES:

Class takes trip to local post office to view process of mail exchange.

GRADE OR IGE UNIT: 9

SUBJECT: English

EDUCATIONAL CONCEPT: Highway driving rules: Safety

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

ACTIVITIES:

1. Class discussion of important responsibility in securing and using a driver's license.
2. Divide into several small groups and each group studies and thoroughly presents a chapter of learning from South Carolina Driver's Handbook.
3. Each class member makes a poster illustrating a familiar S. C. road sign and uses it in explaining the sign's meaning to the class.
4. Students correctly fill out sample application for driver's license. Learning session of the following terms will be helpful: (1) amend, (2) restriction, (3) notarized, (4) consent, (5) duplicate, (6) renewal, (7) suspended, (8) revoked, (9) waived, (10) denied, (11) reciprocity license.

RESOURCES:

South Carolina Driver's Handbook

FOLLOW-UP ACTIVITIES:

Class goes on field trip to local highway department, where they are shown the procedure for testing for a license.

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